

<p>Level 6</p>	<p>Uses consistent vocalisation to indicate a need to shower</p> <p>Imitates acts of washing body</p>	<p>Demonstrates likes and dislikes through consistent acceptance or refusal</p> <p>Uses a consistent vocalisation or gesture to indicate need for food or drink</p>	<p>To recognise up to 3 body parts on others e.g. points to adults mouth</p> <p>To recognise 5 body parts on requests</p> <p>To recognise 3 body parts on request</p> <p>To recognise 1 body on request e.g. point to nose</p> <p>Understands and accepts reason's for changes to routines/events</p> <p>With preparation understands and accepts non-specific event in timetable e.g. wait and see, surprise</p> <p>Seeks out others to share experiences</p> <p>Enjoys the company of others and seeks contact with others</p>	<p>put on 5 items of clothing including coat, shoes and socks</p> <p>put on 2 items of clothing</p> <p>put on 1 item of clothing</p> <p>remove 5 items of clothing including coat, shoes and socks</p> <p>Uses a visual aid to support sequence of dressing</p> <p>Responds to a visual prompt to put on a particular item of clothing</p> <p>Clearly communicates to an adult the need to dress or undress</p> <p>Uses consistent vocalisation/gesture to indicate a need to undress/dress e.g. too hot – too cold</p>	<p>Calmly transitions back to their familiar environment with adult support.</p> <p>With adult support, transitions to classroom environment.</p> <p>Tolerates shared space within the school environment for a specified time.</p> <p>With adults support Makes a successful transition to a shared environment within school.</p>	<p>Carries out requested action in group.</p> <p>Remains seated within group for specified time</p> <p>Sits in allocated place within group</p> <p>Joins structured group activity for a short period</p> <p>Attends to focus of group activity adult led</p>	<p>Uses agreed strategies to manage potential overload in a public space e.g. listening to music, carrying a familiar object as needed</p> <p>With preparation understands and accepts change to timetable</p> <p>Demonstrates a sense of self as an individual e.g. wants to do things independently, says no to an adult</p> <p>Initiates interaction about leisure activity</p> <p>Expresses own preferences and interests</p>	<p>apologise to adult or peer with support</p> <p>Responds go the feeling and wishes of others</p> <p>Recognises when own behaviour has hurt another</p> <p>Learns that own voice and actions have effects o others.</p> <p>Tries to help or give comfort when others are distressed</p> <p>inhibit own actions/behaviours eg. Stop themselves from doing something they shouldn't do</p> <p>Is aware of others feelings e.g looks concerned if they hear crying</p>
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<p>Level 5</p>	<p>Links an object, photo, sign or symbol with the showering process</p> <p>Anticipates parts of the daily routine where showering process takes place</p>	<p>Links objects, photos, symbol or sign to food or drink</p> <p>Anticipates parts of the daily routine where food or drink is available</p> <p>Grasps finger food and reaches their mouth</p>	<p>Links objects, photo, sign or symbol to a brush</p> <p>Shows affection or concern for people that are special to them</p>	<p>remove 2 items of clothing</p> <p>remove 1 item of clothing</p>	<p>With preparation accepts when it is time to finish in different environment within school</p> <p>With preparation accepts familiar activity taking place in a different environment within school</p> <p>Makes successful transitions to routine environments with visual prompts within school</p>	<p>Maintains attention when not their turn in play with support of familiar adult.</p> <p>Takes turns within play alongside peer with the support of a familiar adult.</p> <p>Engages in parallel play with a peer</p> <p>Watches peers play with interest</p> <p>Accepts others having access to same resources</p>	<p>Return an object to an adult upon request</p> <p>Shows increased focus within given environment which is uncluttered, free of distractions for 1 minute</p> <p>Responds in bid to engage peers</p> <p>Shows familiarity with environment – knows where items are stored</p> <p>Engages with task for agreed time period</p> <p>Perseveres with an adult directed task</p> <p>Engages in structured group activity for a short period</p> <p>Identifies own preferred activities</p> <p>Understands and is able to choose an alternative when an option is not available</p> <p>Transfers attention to different</p>	<p>Selects photo/symbol that matches their current emotion</p> <p>selects photo/symbol that matches 4 emotions</p> <p>selects photo/symbol that matches 2 emotions</p> <p>finds symbol/photo or word that matches current emotional state/feeling with adult support</p> <p>Shows understanding and cooperates with some boundaries and routines</p> <p>Seek familiar adult to show feelings such as excitement or pleasure and for "emotional refuelling" when feeling tired, stressed or frustrated</p> <p>Cooperates with adults to regulate behaviour</p> <p>Responds to adult support to manage/regulate</p>
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							task/activity when prompted	feelings of frustration/anger Responds positively to praise from an adult
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Level 4	Shows anticipation of the showering process in response to adult interaction	Grasps finger food and attempts to take it to their mouth Grasps finger food when placed in hand Chews soft food e.g. fish fingers	Grasps brush and uses purposefully Grasps brush and moves towards hair Is willing to try out new leisure activity with support/preparation With preparation accepts when it is time to finish	Demonstrates intentional movements to aid dressing process Demonstrates intentional movements to aid undressing process Shows anticipation of the need to dress in response to adult interaction Shows anticipation of the need to undress in response to adult interaction	With adult support, Calmly transitions to unfamiliar environments within school. Tolerates adult support to transition to unfamiliar environments within school.	Is able to transition from 1 familiar adult to another familiar adult Indicates a want to play or continue to play with a familiar adult using preferred method of communication. Plays cooperatively with a familiar adult Allows familiar adult to join in with their play. Shows interest in adult play	Tolerates unexpected change with support Gives an object to an adult upon request with support With preparation accepts small changes within a familiar activity Perseveres with a task of their choosing	Growing sense of will and determination may result in feeling of anger and frustration which can be difficult to handle e.g. may have tantrums Beginning to understand "yes", "No" and some boundaries Responds to a few appropriate boundaries, with encouragement and support
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						<p>Enjoys unstructured play alongside an familiar adult.</p> <p>Accepts familiar adult playing alongside them.</p> <p>Shows interest in activity shown by an adult</p>		<p>Let go of one toy in response to being offered another</p> <p>Seeks physical and emotional comfort by trusted adults</p>
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Level 3	Consciously assists adults during showering process	<p>Swallows mashed food</p> <p>Swallows most food or drink</p> <p>Releases spoon or bottle from mouth</p> <p>Closes lips round spoon or bottle to remove food</p> <p>Opens mouth for food or drink when bottle or spoon touches mouth</p> <p>Opens mouth when food or drink is seen</p> <p>Anticipates food routines</p> <p>Consciously assists when fed by an adult eg. Keeping head still, allowing mouth to be opened</p>	Grasps a brush when placed in hand(s)	<p>Consciously assists adults during the undressing process</p> <p>Consciously assists adult during the dressing process</p> <p>With preparation accepts changes to physical environment</p> <p>With preparation accepts change of person within a familiar activity</p>	<p>Shows an interest in new and unfamiliar surroundings</p> <p>With adult support, Calmly transitions to familiar environments outside the classroom eg. Toilet, swimming pool</p>	<p>Seeks attention from a familiar adult using preferred method of communication.</p> <p>Attends to an adults facial expression</p> <p>Responds positively for an adults bid for interaction</p> <p>Responds positively to physical contact from a familiar adult.</p>	<p>Shows increased focus within given environment which is uncluttered, free of distractions fleetingly for 30 seconds</p> <p>With preparation accepts small changes within a familiar activity</p> <p>With preparation accepts small changes within a familiar activity</p> <p>With preparation accepts change of person within a familiar activity</p> <p>Responds positively to supporting adults bid to engage</p> <p>Engages in adult directed tasks</p>	<p>Reacts emotionally to other people's emotions eg. Smiles when smiled at and becomes distress if they hear another child crying</p> <p>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention</p>
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Level 2	<p>Responds to warm, sensitive, physical contact and care</p> <p>Maintains calm and comfortable during a shower</p>	<p>Tolerates movement of clothes to enable food to be administered eg. Peg feed</p> <p>Maintains a calm and comfortable state during feeding</p>	<p>Maintains a calm, comfortable state following hair being brushed e.g. after hydrotherapy</p> <p>return to a calm state following their hair being brushed eg. Hydrotherapy</p> <p>Maintains a calm, comfortable state following hair being touched</p>	<p>Maintains a comfortable/calm state throughout the undressing/dressing process using a recognised strategy</p>	<p>Shows familiarity with environment – will go to desired items because they remember where they are</p> <p>Tolerates adult support to transition to familiar environments outside the classroom eg. Toilet, swimming pool</p>	<p>Maintains interest in same activity as another.</p> <p>Shows interest in what others are doing.</p> <p>Takes turns with shared resources with the support of a familiar adult</p>	<p>Communicates enjoyment of a new leisure activity e.g. smile, squeal</p> <p>Communicates dislike of a new leisure activity e.g. crying, shouting</p>	<p>Shows ability to distract self when upset eg. By engaging in new play activity with adult support</p> <p>Growing ability to soothe themselves and may like to use a comfort object</p>
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Level 1	<p>Indicates using their preferred method of communication, when they are unwell or in pain</p>	<p>returns to a calm state during or post being fed</p>	<p>returns to a calm state following their hair being touched by adult</p>	<p>returns to a calm state during or post being dressed or undressed</p>	<p>Makes transitions with purpose within immediate environment eg. Taking selves to garden at break time</p> <p>Tolerating support of a familiar adult to transition with purpose within immediate environment eg.</p>	<p>Shows enjoyment of being alongside others (not necessarily engaged in the same activity)</p> <p>Accepts others having access to same resources with support of a familiar adult.</p> <p>Uses resources in the same area as</p>	<p>Is calmed by surroundings - several different places</p> <p>Is calmed by surroundings, 1 particular place</p> <p>With support, takes part in a learning experience for a short period</p>	<p>Comforted by touch and people's faces and voices</p> <p>Has recognised ways that bring comfort</p> <p>Shows a range of emotions such as pleasure, fear and excitement.</p>
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AS/Complex PSHE Pathway

					<p>Quiet area for regulation</p> <p>Transitions to a structured activity with support from adult</p> <p>Remains in a calm state whilst transitioning around the classroom</p> <p>Shows an interest in familiar surroundings</p>	<p>others with a familiar adult Accepts an a Demonstrates an interest in activity of group from a distance</p> <p>Accepts other in same space</p> <p>Shows awareness of presence of others</p>	<p>Shows increased focus within given environment which is uncluttered, free of distractions fleetingly</p>	
	Keeping Healthy	Personal care	Self-care and independence	Coping with Change	Transitions	Being with others	Emotional understanding and self-awareness (PD)	Managing Emotions and self-regulation
	Healthy Living			Interest routines and processing		Social Understanding and relationships		Sensory processing