

Independence

Deepen and apply understanding of own strengths and challenges as well as confidence in self management and organisation in a range of situations.

- Clearly identifies how they learn best.
- Approaches new tasks with a positive attitude.
- Perseveres in the face of challenges and setbacks.
- Organises group games and explains the rules effectively to peers.
- Reviews activities to inform future planning in a small group.
- Prioritises time according to the priority of the task.

Deepen and apply knowledge of higher level personal hygiene routines and domestic tasks and completes with confidence and independence.

- Chooses clothing which is appropriate to the setting with support. (ie. work experience)
- Follows a sequence of higher level self care routines (shaving)
- Independently manages physical changes relating to puberty and their personal hygiene.
- Independently complete a range of domestic responsibilities and begins to know when these tasks need doing without prompts
- Confidently takes a written phone message and shares it as necessary.

Deepen and apply knowledge of independent travel, safe boundaries between self and peers and on line safety of personal information and well being.

- Independently travels to and from a familiar location on public transport. i.e. from home to school
- During familiar journeys navigates issues that may occur (closed roads/ missed buses)
- Consistently manages unwanted attention from peers.
- Consistently recognises and resists peer pressure.
- Understands benefits and risks of social media and how to keep personal information safe.

FORMAL

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Broaden knowledge of own self awareness, understanding areas of strength and how to access support.

- Understands about different jobs and begins to develop skills for work in the future.
- Identifies when they need help.
- Begins to understand that effort is needed to achieve the desired outcome and persevere.
- Completes learning tasks independently with increasing confidence.
- Completes multiple learning tasks within a given time frame.

Broaden knowledge of more complex personal hygiene and domestic routines.

- Chooses clothing for an appropriate setting with support. (ie. work experience)
- Recognises the difference between harmful and helpful substances and how misuse can harm them.
- Begins to understand about puberty and personal hygiene (e.g menstruation)
- Begins to take ownership of domestic responsibilities ie. making own bed, washing up, organising yourself in a morning

Broaden knowledge of keeping safe in the community and local area with increasing independence.

- Travels to and from a familiar location on foot independently and can use public transport with support
- Recognises danger in more varied situations.
- More consistently shows resilience
- Begins to recognise and resist peer pressure.
- Begins to manage unwanted attention from peers in an appropriate way.

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Develop understanding of self organisation and self confidence.

- Plays co-operatively in low demand situations.
- Organises themselves in a familiar situation without support.
- Recognises a simple mistake and self manages to make it right.
- Begins to demonstrate increased confidence in working independently.
- Begins to identify when they need help.
- Initiates new activities.
- Navigates way to a familiar room within school.
- Understands in simple terms where money comes from and some different ways in which it can be used.

Develop understanding of how to carry out personal care routines as well as when they need to happen.

- Is able to dress independently and ask for help when required.
- Is able to organise themselves to wear appropriate clothing. ie. Take jumper off when hot.
- Is able to carry out routines for personal hygiene independently and begins to understand the consequences of poor hygiene. Begins to understand that keeping clean can reduce the spread of diseases.
- Can follow a programme of personal hygiene independently when relating to puberty (ie. menstruation)
- Adjusts own water temperature when washing hands and face

Develop understanding of danger in the wider school environment and use simple strategies to keep themselves safe.

- Identifies who is best placed to help them in familiar situations and environments.
- Begins to identify who may be best placed to help them in unfamiliar situations and environments.
- Recognises obvious dangers in unfamiliar settings.
- Carries out steps with support to travel on a simple journey and apply their knowledge of road safety.
- Begins to understand social rules such as where it is appropriate to change.
- Begins to demonstrate resilience if faced with a situation that is uncomfortable.

3

Independence

Personal needs

Personal safety

To develop an awareness of own basic needs and actively engage in meeting these needs.

- Moves away from a familiar adult in a new environment.
- Takes part in new activities more regularly.
- Demonstrate turn taking in familiar situations.
- Begins to carry out simple aspects of personal hygiene independently. (ie. Washing and drying hands, wiping own nose)
- Can follow a programme of toileting independently, accessing visual prompts and occasional verbal prompts.
- Actively engages with routines linked to puberty and personal hygiene (menstruation)
- Can follow a programme of feeding independently, accessing visual prompts and occasional verbal prompts.
- Can follow a programme of dressing independently, accessing visual prompts and occasional verbal prompts.
- Participates and engages with unfamiliar routines with support.
- Begins to understand how to keep themselves safe in familiar situations.
- Moves to a new, self chosen activity independently.
- Recognises and takes care of personal belongings more consistently.

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To engage with meeting basic needs with support and explore familiar environments with developing confidence.

- Actively engages with own feeding programme. Pierces food with fork and brings to mouth.
- Actively engages with own toileting programme. Begins to indicate when they are wet or soiled.
- Actively engages in own dressing programme, supported by a familiar adult.
- Is able to use resources for a familiar activity independently. (ie. Reading/ colouring.)
- Begins to ask for help from a familiar adult.
- Will accept assistance from an adult in unfamiliar situations.
- Begins to demonstrate turn taking in familiar situations.
- Follows familiar routines within the classroom with minimal adult prompts.
- Begins to anticipate the next step in familiar classroom routines.
- Begins to show an awareness of danger.
- Recognises own belongings and begins to take ownership of these.

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Key

Intention

SEMI-FORMAL