

September 2019

*Targets set from staff observation/discussion, 'Engagement Steps' (B<sup>2</sup>), SaLT reports and child's EHCP*

**Cognition and Learning: Engagement Step 4: DISCOVERY / ANTICIPATION / PERSISTENCE**

- ✓ Engages in an increasing range of new activities and objects on a more regular basis
- ✓ Moves towards and engages with unfamiliar objects
- ✓ Indicates a preference when presented with two items or visuals of two equally-liked activities/items
- ✓ Anticipates an activity of a familiar routine when given a visual clue
- ✓ Maintains interest in pictures and books for at least a minute
- ✓ Concentrates on a task independently for at least three minutes

**Communication and Interaction Engagement Step 5: EXPRESSIVE and RECEPTIVE COMMUNICATION**

- ✓ Communicates 'Hello' and 'Goodbye' using words, signs, symbols or gestures
- ✓ Communicates with a vocabulary of least five words, signs or symbols
- ✓ Understands a range of single words and two-word phrases
- ✓ Listens as a member of staff reads a book
- ✓ I understand what I am going to do when shown a visual cue
- ✓ I am able to make requests using visual cues on a more frequent basis
- ✓ I am completing an adult led activity in order to get an activity of my choice (SaLT)
- ✓ I am using my GoTalk more frequently to make a request or to answer a yes/no question (SaLT)

**Social, Emotional and Mental Health: Engagement Step 5: SOCIAL and EMOTIONAL AFFECTION**

- ✓ Accepts the word 'No' in some situations
- ✓ Shares activities with a member of staff
- ✓ Responds to music by vocalising
- ✓ Modifies their anger response with assistance
- ✓ I am showing indications of tolerating peers playing alongside me
- ✓ At various points within each school day I am using major muscle groups in exercise activity
- ✓ I enjoy playing simple games and show pleasure in joint activity
- ✓ I am sitting more regularly for circle time and for increasing amounts of time at my learning table

**Sensory: Engagement Step 5: PROPRIOCEPTIVE and VESTIBULAR OPERATIONS**

- ✓ Climbs on and off low equipment under control
- ✓ Takes off unfastened coat and over trousers
- ✓ Steps up and down stairs with hand held support
- ✓ Gets up and down stairs independently using a hand rail

**Physical: Engagement Step 4: FINE and GROSS MOTOR OPERATIONS**

- ✓ Puts different objects into containers when encouraged to do so by a member of staff
- ✓ Communicates with a member of staff by using consistent vocalisations when something is wanted
- ✓ Sits down independently when in a group
- ✓ Imitates the actions of others during interactive play

**2018-2019 end-of-school-year P-Levels**

*Receptive and Expressive Communication: P4*

*Maths: Number: P3(ii)*

*Science: Living Things: P3(ii)*

*PSHE: P4*