

NAME : \_\_\_\_\_

PSHE			
PERSONAL AUTONOMY		GGA Level 5	
Independence and Organisational Skills	Self Advocacy	Community Learning	Friendships, Relationships and Sex Education
<ul style="list-style-type: none"> <li>Pupils request familiar activities and events, <i>e.g. interaction with an adult to continue</i> Give 2 examples</li> </ul> <p>1.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> <ul style="list-style-type: none"> <li>Pupils reach out and feels for objects as tactile cues to familiar events .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils maintain focus or attention to objects related to familiar routines <i>e.g.</i> Give 2 examples</li> </ul> <p>1.....</p> <p>.....</p> <p>2.....</p> <p>.....</p>	<ul style="list-style-type: none"> <li>Pupils make simple choices between 2 options offered by an adult Give 2 examples</li> </ul> <p>1.....</p> <p>.....</p> <p>2.....</p> <p>.....</p> <ul style="list-style-type: none"> <li>Pupils use preferred communication strategy to gain attention from another person, <i>e.g. shouting, touching</i> .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils use vocalisations, gesture deliberately in order to get a response, <i>e.g. to prompt an adult to make something happen, pick up object from floor, more massage, reset iPad activity etc.</i> .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils begin to use a consistent sign, gesture, vocalisation to request 'more' with a verbal prompt .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils begin to use a consistent sign, gesture, vocalization to indicate 'finished' with a verbal prompt .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils begin to use a consistent sign, gesture, vocalization to indicate discomfort with a verbal prompt .....</li> </ul>	<ul style="list-style-type: none"> <li>Pupils intentionally explore the immediate environment .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils intentionally explore beyond their immediate environment, <i>e.g. by movement or intentional switch use for powered mobility, moving towards a desired person or object</i> .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils are aware and respond to cues/sounds in other familiar environments. <i>e.g. bells in assembly</i> Give 2 examples</li> </ul> <p>1.....</p> <p>.....</p> <p>2.....</p> <p>.....</p>	<ul style="list-style-type: none"> <li>Pupils show anticipation to familiar people Give an example .....</li> </ul> <ul style="list-style-type: none"> <li>During a shared activity will gesture, respond, participate with less support .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils show awareness of other pupils names and respond on hearing their names. <i>e.g. stills, turns towards, vocalises etc</i> .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils initiate an interaction with a familiar adult .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils begin to initiate actions to prompt a response from familiar people during interactions .....</li> </ul> <ul style="list-style-type: none"> <li>Pupils maintain eye contact or 'social looking' during interactions with familiar people .....</li> </ul>

	Date		Date		Date		Date		Date
20% Achieved		40% Achieved		60% Achieved		80% Achieved		Level Achieved	