



**Autism  
Education  
Trust**

[autismeducationtrust.org.uk](http://autismeducationtrust.org.uk)

# Progression Framework

Accompanying documents



Supported by:



Department  
for Education



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# 1

# Introduction



## 1. Introduction

**In 2015 the Autism Education Trust (AET), with funding from the Department of Education, commissioned a research and development project with the aim of developing a Progression Framework specific to the needs of autistic children and young people.**

The project involved a [literature review](#) and a wide-ranging consultation with education practitioners, parents, pupils, and autistic adults. The findings of the research were used to develop a Progression Framework that was made available to schools via the AET website. It was supported by a training module delivered via AET partners across England.

An [evaluation of the Progression Framework](#) and its use was carried out in 2017/18. The findings of the evaluation were used to inform this revised Progression Framework (2019 version) and its accompanying resources.

### 1.1 What is the Progression Framework?

The AET Progression Framework is designed to support staff in identifying learning priorities and measuring progress in areas that relate closely to autism ‘differences’ as identified within other AET materials and the impact of these differences on the young person’s social, emotional, independence, and learning needs.

The content of the Progression Framework aims to address skills and understanding that children and young people may find difficult as a consequence of their autism but also strives to recognise and build on strengths and interests, and to improve overall wellbeing. Most importantly, it aims to alert the practitioner to the fact that children and young people may need support in these areas and that their progress is dependent on this support. Where possible, the content of the Framework lays emphasis on supporting the child or young person to understand both their own and others’ behaviour, what might be expected within certain situations, and how this might be of benefit. It encourages practitioners to support the young person’s independence through the development of skills such as self-regulation, self-expression, and problem-solving.

### 1.2 Who is it for?

The Progression Framework has been designed to be accessible to practitioners in a range of education settings working with autistic children and young people, some of whom may have additional learning needs and/or co-occurring conditions. The 2019 version of the Framework has been revised to include children and young people from Early Years and post-16 settings as well as schools.

## 1. Introduction

### 1.3 How do I use it?

The Progression Framework provides an extensive 'bank' of learning intentions based on an understanding of autism and the challenges that young people may face within education settings. It is by no means exhaustive and practitioners are encouraged to tailor learning intentions according to each individual's needs. There is an option to include personalised learning intentions where appropriate.

The purpose of the framework is to allow users to focus on individual priorities and not to assume that all the content will be relevant to every child / young person, nor that it should be used as a checklist of skills. Not all areas will be appropriate to every young person and the flexibility of the framework needs to be stressed. For example, some staff will focus on just one area of the framework (e.g. sensory needs). In addition, there is flexibility in the extent to which the framework is used. Some education provisions will want to use it in its interactive formats whereas others may prefer to use it solely as a reference document. Others may choose to use it within their existing systems or adapt it to their own needs. This is welcomed as the aim is for the framework to be a useful resource that meets the needs of a range of provisions.

What is important is that it supports provision planning and provides a focus for conversations about what is important for the young person. It should also be stressed that the framework is not a replacement for national curriculum assessments or for other specialised assessments, nor is it a diagnostic tool or a curriculum in itself.

### 1.4 The PF Module

This training module will introduce the Progression Framework and accompanying documents and show you how to use the framework to identify key learning intentions. The session is suitable for practitioners working with children and young people across the age range in both mainstream and specialist services. It is likely that this training will appeal to a range of practitioners and the audience may include school leaders (i.e. practitioners with responsibility for assessment procedures), SENCOs, and outreach and advisory service representatives.

It would be useful for trainers to become familiar with the roles and responsibilities of their 'audience' as well as the extent to which they are familiar with the framework, so there will be time at the start for introductions.

#### Resources

Access to the internet, a laptop/computer, and the PF Excel document (this will be shared as a separate document). If you don't have access to a laptop/computer you can use a printed version of the Individual Learning Plan to record information.

# 2

## Instructions for using the AET Progression Framework in Excel



## Instructions for using the AET Progression Framework in Excel

These instructions provide a 'How to' guide for using the Progression Framework when downloaded as an Excel document. See separate handout.

### Download and save

Save the Excel document to a suitable place on your computer. It is recommended that this version is saved as a 'Key copy'. Individual sheets can then be saved for each learner/year (see '11' below).

**Note:** When downloading and using the spreadsheet for the first time, you may see a message at the top of the screen that requires you to 'Enable Editing' before you can save. When saving, a box may appear about 'Compatibility' with other versions of Excel. Click 'Continue'.

The first time you use the spreadsheet, you will also need to 'Enable content' at the top of the page. Once you have clicked on this you will be taken to the title page. Click on the 'Home' icon in the right hand corner to access the Home page.



## Instructions for using the AET Progression Framework in Excel

### Progression Framework structure in Excel

The Excel document consists of three main pages, which the user will need to move between when setting learning intentions for an individual. The icons for pages allow you to move between each page. The following features are provided:



#### Home page

The main areas of learning in the 2019 Progression Framework are:

- Communication and Interaction
- Emotional understanding and self-awareness
- Social Understanding and Relationships
- Learning and engagement
- Sensory processing
- Healthy living
- Interests, routines and processing
- Independence and community participation

Name

Term 1 Term 2 Term 3

Personalised learning intentions

- Add personalised learning intentions here

Use this page to:

- Access a summary overview of each of the 8 main Progression Framework areas as shown here and in the Overview document.
- Enter the learner's name.
- Change 'Term' headings (optional – see below).
- Add your own personalised learning intentions (optional; see below).

# Instructions for using the AET Progression Framework in Excel



## Overview page

Name		Term 1	Term 2	Term 3
Not Yet Developed		C #DW/0	0 #DW/0	0 #DW/0
Developing		C #DW/0	0 #DW/0	0 #DW/0
Established		C #DW/0	0 #DW/0	0 #DW/0
Generalised		C #DW/0	0 #DW/0	0 #DW/0

Communication and interaction		Term 1	Term 2	Term 3
<b>1. Engaging in interaction</b>				
<b>1.1 Responds positively to familiar adult</b>	Date Baseline	W D E G	W D E G	W D E G
- Responds positively to physical contact				
- Responds positively to adult's bid for interaction				
- Attends to adult's facial expression				
<b>1.2 Seeks attention from familiar adult</b>	Date Baseline	W D E G	W D E G	W D E G
- Seeks proximity with familiar adult				
- Seeks to gain adult attention				
<b>1.3 Shares attention focus with adult</b>	Date Baseline	W D E G	W D E G	W D E G
- Looks where another is looking				
- Follows another's finger point - close				
- Follows another's finger point - distant				
- Looks between object and person				
- Gives / shows object to share attention				
- Accepts adult 'sharing' an activity				
- Is aware when object of attention is taken away or paused				
<b>1.4 Engages in interactive exchange with adult</b>	Date Baseline	W D E G	W D E G	W D E G
- Anticipates familiar actions / activities in an exchange				
- Takes turns within interactive exchange or play routine				
- Demonstrates shared enjoyment within interactive exchange				

Use this page to:

- Browse 'all learning intentions.
- Select / 'activate' learning intentions for an individual.
- Enter date, baseline, and progress information.



## Summary/Progress page

Name		Term 1	Term 2	Term 3
Not Yet Developed		# 0%	U 0%	U 0%
Developing		# 0%	U 0%	U 0%
Established		# 0%	U 0%	U 0%
Generalised		# 0%	U 0%	U 0%

Communication and interaction		Term 1	Term 2	Term 3
<b>1. Engaging in interaction</b>				
<b>1.1 Responds positively to familiar adult</b>	Date Baseline	W D E G	W D E G	W D E G
- Responds positively to physical contact				
<b>Social understanding and relationships</b>				
<b>5. Group activities</b>				
<b>5.1 Attends to focus of group</b>	Date Baseline	W D E G	W D E G	W D E G
- Attends to focus of group activity (adult-led)				
<b>Interests, routines, and processing</b>				
<b>1. Coping with change</b>				
<b>1.1 Accepts change within familiar situations</b>	Date Baseline	W D E G	W D E G	W D E G
- With preparation accepts small changes within a familiar activity				

Use this page to:

- See a summary of learning intentions selected / activated for an individual learner.
- Enter date, baseline, and progress information.

## Using the Progression Framework in Excel to identify learning intentions and record progress

Follow these steps to identify learning intentions and record progress using the Excel version.

**Note:** The Progression Framework is not designed as a checklist to be worked through but as a resource to help you identify a small number of learning priorities for an individual that can be worked on over an identified period of time.

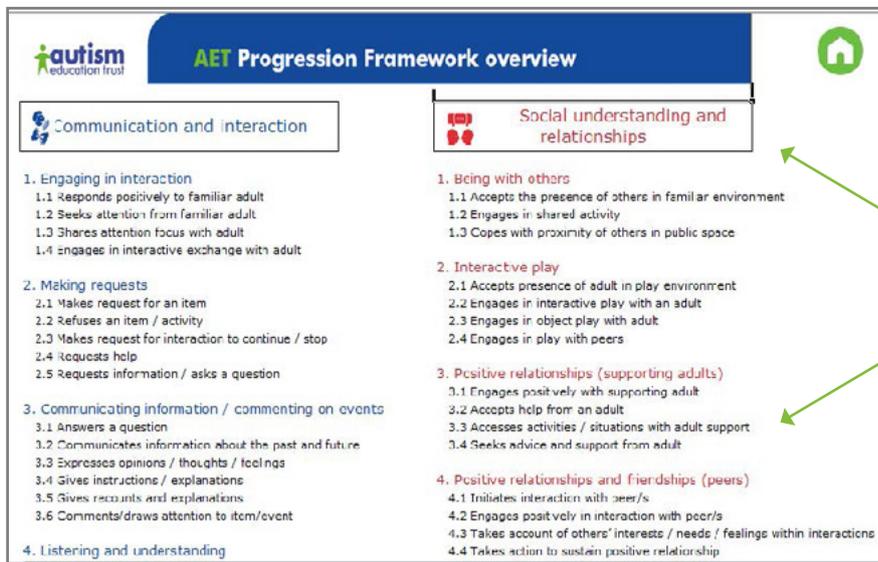
### Identifying learning intentions

1. Type the name of the learner in the 'Name' box on the Home page. This will be transferred to all pages. It is now also advisable to save the file with the student's name and date. Go to **File, Save As** and give the file a name, e.g. **JohnSmith2019**.

The screenshot displays the Autism Education Trust (AET) Progression Framework interface. At the top left is the AET logo. A green banner reads "The main areas of learning in the 2019 Progression Framework are:". Below this are eight learning areas, each with an icon and text: Communication and Interaction, Emotional understanding and self-awareness, Social Understanding and Relationships, Learning and engagement, Sensory processing, Healthy living, Interests, routines and processing, and Independence and community participation. On the right side, there is a "Name" input field, three "Term" buttons (Term 1, Term 2, Term 3), and a "Personalised learning intentions" section with a list of ten placeholder text items: "Add personalised learning intentions here". A green arrow points from the "Name" field to the text "Insert name here" below. Another green arrow points from the "Social Understanding and Relationships" area to the text "Area of learning" below.

# Instructions for using the AET Progression Framework in Excel

2. Locate the area(s) from the Framework that are priorities for your learner, e.g. Social understanding and relationships. Clicking on this heading will take you to a summary of this section from which you can then access the more detailed overview by clicking on the relevant section.



Summary of Social understanding and relationships area

Alternatively you can move straight to the whole content of the Framework by clicking on the Overview icon  at the top right of the Home page.

3. Clicking on the relevant section in the summary page will take you to the beginning of this section in the Overview. Scroll down to see the whole of the identified section.

<input checked="" type="checkbox"/>	Responds positively to praise from an adult																								
<input checked="" type="checkbox"/>	<b>3.1 Engages positively with supporting adult</b>	Date	Baseline	M	W	D	E	T	F	R	M	W	D	E	T	F	R	M	W	D	E	T	F	R	
<input checked="" type="checkbox"/>	Accepts help, support or reassurance from trusted adult when offered																								
<input checked="" type="checkbox"/>	Communicates need for adult to help or support within an activity																								
<input checked="" type="checkbox"/>	Responds to adult's suggestion to tackle a task differently																								
<input checked="" type="checkbox"/>	Accepts support from trusted adult to regulate behaviour																								
<input checked="" type="checkbox"/>	Works through possible explanations of situations / behaviour of others with a trusted adult																								
<input checked="" type="checkbox"/>	<b>3.2 Accepts help from an adult</b>	Date	Baseline	M	W	D	E	T	F	R	M	W	D	E	T	F	R	M	W	D	E	T	F	R	
<input checked="" type="checkbox"/>	Accepts help, support or reassurance from trusted adult when offered																								
<input checked="" type="checkbox"/>	Communicates need for adult to help or support within an activity																								
<input checked="" type="checkbox"/>	Responds to adult's suggestion to tackle a task differently																								
<input checked="" type="checkbox"/>	Accepts support from trusted adult to regulate behaviour																								
<input checked="" type="checkbox"/>	Works through possible explanations of situations / behaviour of others with a trusted adult																								
<input checked="" type="checkbox"/>	<b>3.3 Accesses activities / situations with adult support</b>	Date	Baseline	M	W	D	E	T	F	R	M	W	D	E	T	F	R	M	W	D	E	T	F	R	
<input checked="" type="checkbox"/>	Accesses everyday activities / situations with full support from familiar adult																								
<input checked="" type="checkbox"/>	Accesses everyday activities / situations with reduced support from familiar adult																								
<input checked="" type="checkbox"/>	Accesses new activities / situations with full support from familiar adult																								
<input checked="" type="checkbox"/>	Accesses new activities / situations with reduced support from familiar adult																								
<input checked="" type="checkbox"/>	<b>3.4 Seeks advice and support from adult</b>	Date	Baseline	M	W	D	E	T	F	R	M	W	D	E	T	F	R	M	W	D	E	T	F	R	
<input checked="" type="checkbox"/>	Shares concerns / problems with a trusted adult																								
<input checked="" type="checkbox"/>	Seeks advice from adult on social behaviour in specific situations																								
<input checked="" type="checkbox"/>	Shows understanding of outcomes of different behaviour in social situations																								
<input checked="" type="checkbox"/>	Seeks support from adult to regulate behaviour																								
<input checked="" type="checkbox"/>	Reflects on situations / behaviour with support from adult																								
	<b>Social understanding and relationships</b>																								
	<b>4. Positive relationships and friendships (peers)</b>																								
	<b>4.1 Initiates interaction with peer / s</b>	Date	Baseline	M	W	D	E	T	F	R	M	W	D	E	T	F	R	M	W	D	E	T	F	R	

**Note:** If the Progression Framework has previously been accessed, the Overview icon may take you to the Summary / Progress page if this was the last page viewed. To access the complete overview, click the Overview icon  again.

## Instructions for using the AET Progression Framework in Excel

- Identify the learning intention that you wish to set for your learner and 'activate' it. To activate, click on the cross in the left hand column to bring up a drop-down box. Select the tick symbol '✓'.
- Add in the date that the learning intention has been activated, then record a 'Baseline' (the learner's current ability in relation to this learning intention) using the Progression Framework Progress Scale (see below). To do this, click in the Baseline box and on the drop-down arrow. Select NYD (Not Yet Developed), D (Developing), or E (Established).

**Notes:** Always use the format 01.09.19 when setting the date.

This process can also be completed within the 'Progress' page (see '7' below).

	4.2 Engages positively in interaction with peer / s	Date	Baseline
✗	- Responds to peer who initiates interaction		
✓	- Shares leisure activity alongside a peer	01.09.19	NYD
✗	- Shares leisure activity with a peer		
✗	- Shares items or equipment with others		
✗	- Accepts help from peer		
✗	- Offers help to a peer		
✗	- Shares humour / joke with a peer		
✗	- Asks permission to look at / handle another's belongings		
✗	- Compliments a peer spontaneously		
✗	- Accepts praise / compliment from a peer		
✗	- Recognises what makes a 'good' friend		

Activate by clicking on the ✓ from drop down box

Add date and baseline

### Progress Scale

<b>Not yet developed (NYD)</b>	Not present or only beginning to emerge. High level of prompt or support.
<b>Developing (D)</b>	Evidence of progress, lower level of prompt or support. Sometimes spontaneous.
<b>Established (E)</b>	Is used frequently and maintained over time. Mostly independent / spontaneous, only occasional reminders.
<b>Generalised (G)</b>	Consistently used and applied within range of settings/contexts and with a range of people. Independent and unprompted.

- Repeat this process until you have 'activated' the required number of learning intentions for an individual.

**Note:** it is recommended that the number of learning intentions identified is realistic so as to remain focused and manageable over a specified time period, e.g. 5 or 6 per term.

## Instructions for using the AET Progression Framework in Excel

7. If you would prefer to add your own personalised learning intention instead of or as well as those provided, you can do this from the Home page. Type your learning intention(s) in the 'Add personalised learning intention' cell. This content will then be available at the end of the Overview page. Activate as above.

Personalised learning intentions

Independently puts on car defenders when the noise level increases

- Add personalised learning intentions here

Add personalised learning intention (optional)

8. Once the required number of learning intentions have been activated, click on the  button at the top of the page. This provides you with a summary of identified learning intentions within the 'Progress' page.

Name		Term 1	Term 2	Term 3
Not Yet Developed		0	0%	0
Developing		0	0%	0
Established		0	0%	0
Generalised		0	0%	0

Social understanding and relationships		Term 1	Term 2	Term 3
4. Positive relationships and friendships (peers)				
4.2 Engages positively in interaction with peer / s	Date: 01.05.19	Baseline	NYD	NYD
• Shares leisure activity alongside a peer				
Sensory processing				
4. Managing own sensory needs				
4.3 Takes action to manage own sensory needs	Date: 01.05.19	Baseline	NYD	NYD
• Independently makes use of equipment / aid to alleviate sensory input				
Interests, routines and processing				
3. Coping with change				
3.1 Accepts change within familiar situations	Date: 01.05.19	Baseline	NYD	NYD
• With preparation understands and accepts change to timetable				

### Recording progress

9. Services will need to decide the time period over which progress towards learning intentions is reviewed and recorded (and this may differ for individuals). The facility for recording across 3 time periods is included, i.e. Term 1, Term 2, Term 3. These headings can be changed within the Home page (e.g. Autumn 2019 or a specified assessment date).




The main areas of learning in the 2019 Progression Framework are:

**Communication and Interaction**

**Social Understanding and Relationships**

**Sensory processing**

**Interests, routines and processing**

**Emotional understanding and self-awareness**

**Learning and engagement**

**Healthy living**

**Independence and community participation**

Name: \_\_\_\_\_

Autumn 2019   Spring 2020   ← Summer 2020

Personalised learning intentions

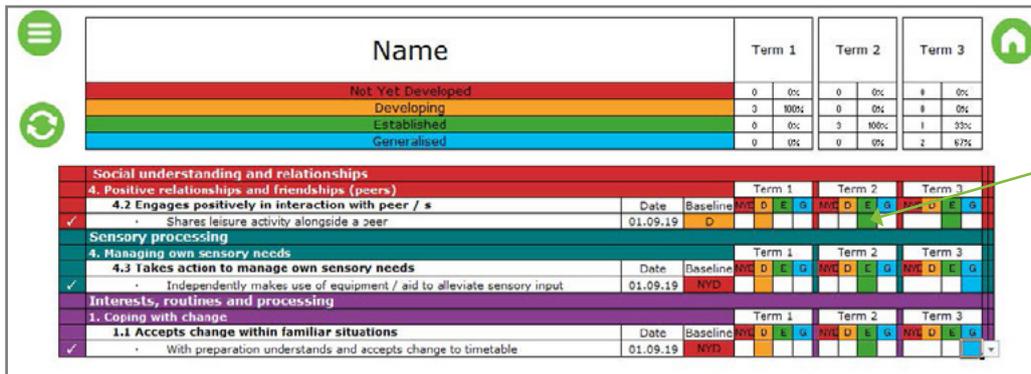
- Add personalised learning intentions here

Change 'term' header here (optional)

## Instructions for using the AET Progression Framework in Excel

10. To record progress within a 'Term', select the relevant description from the **Progress Scale** and click on 'Y' (Yes). A colour will appear in the box which provides a visual record of progress.

**Note:** It is recommended that this process be completed within the 'Progress'  page so that a clear view of all 'activated' learning intentions is available.



Name		Term 1			Term 2			Term 3		
Not Yet Developed		0	0%	0	0%	0	0%			
Developing		3	100%	0	0%	0	0%			
Established		0	0%	3	100%	1	33%			
Generalised		0	0%	0	0%	2	67%			

Social understanding and relationships		Term 1			Term 2			Term 3			
4. Positive relationships and friendships (peers)											
4.2 Engages positively in interaction with peer / s		Date	Baseline	Y	N	E	D	Y	N	E	D
• Shares leisure activity alongside a peer		01.09.19	D								

Sensory processing		Term 1			Term 2			Term 3			
4. Managing own sensory needs											
4.3 Takes action to manage own sensory needs		Date	Baseline	Y	N	E	D	Y	N	E	D
• Independently makes use of equipment / aid to alleviate sensory input		01.09.19	NYD								

Interests, routines and processing		Term 1			Term 2			Term 3			
1. Coping with change											
1.1 Accepts change within familiar situations		Date	Baseline	Y	N	E	D	Y	N	E	D
• With preparation understands and accepts change to timetable		01.09.19	NYD								

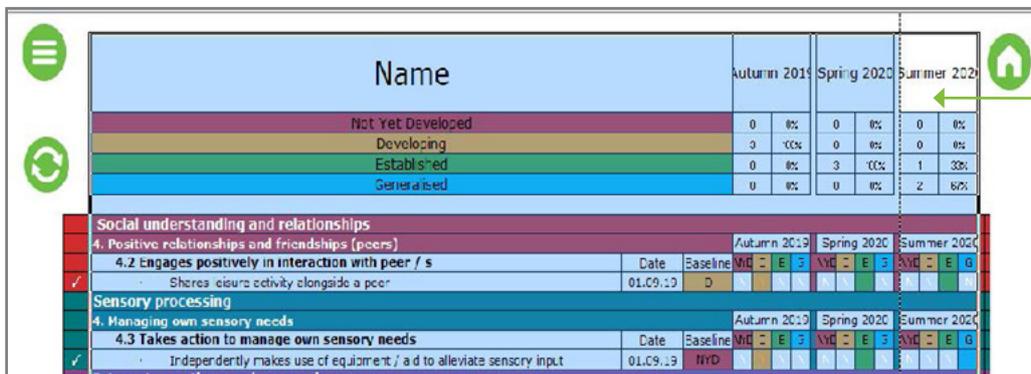
Record progress by clicking 'Y' here

### Saving and printing

11. Ensure that any new information added is saved. It is recommended that a new sheet is set up for each three-term assessment period or academic year.

To print, it is necessary to highlight the required area before sending to the printer. Begin by clicking in the right-hand cell and highlighting the required area from right to left. The 'Print current selection' should then be selected under Printer Settings. It is advisable to preview what will be printed as it may also require the Page Orientation changing to 'landscape' within the Printer Settings.

**Note:** Since printer settings vary, it may be necessary to seek advice on this from your administration or IT team.



Name		Autumn 2019			Spring 2020			Summer 2020		
Not Yet Developed		0	0%	0	0%	0	0%			
Developing		0	0%	0	0%	0	0%			
Established		0	0%	3	100%	1	33%			
Generalised		0	0%	0	0%	2	67%			

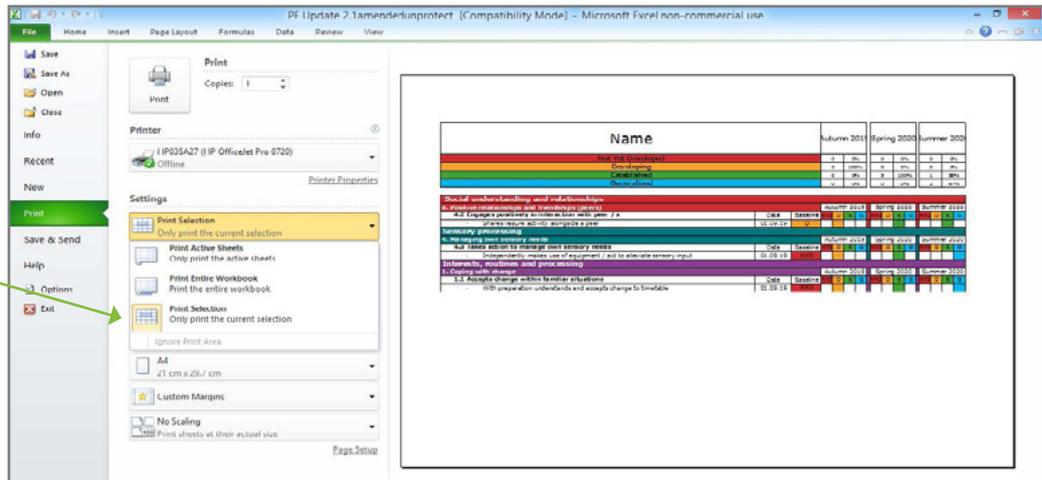
Social understanding and relationships		Autumn 2019			Spring 2020			Summer 2020			
4. Positive relationships and friendships (peers)											
4.2 Engages positively in interaction with peer / s		Date	Baseline	Y	N	E	D	Y	N	E	D
• Shares leisure activity alongside a peer		01.09.19	D								

Sensory processing		Autumn 2019			Spring 2020			Summer 2020			
4. Managing own sensory needs											
4.3 Takes action to manage own sensory needs		Date	Baseline	Y	N	E	D	Y	N	E	D
• Independently makes use of equipment / aid to alleviate sensory input		01.09.19	NYD								

Select print area from the right

Print selected area.  
Orientate to 'Landscape'



Selected information may also be copied and pasted into other documents (e.g. Word).

Before closing the Progression Framework, it is recommended that you return to the full Overview page.

Name		Term 1	Term 2	Term 3
Not Yet Developed		0	#DIV/0!	0
Developing		0	#DIV/0!	0
Established		0	#DIV/0!	0
Generalised		0	#DIV/0!	0

Communication and interaction		Term 1	Term 2	Term 3
<b>1. Engaging in interaction</b>				
<b>1.1 Responds positively to familiar adult</b>		Date	Baseline	MC D E G
- Responds positively to physical contact				
- Responds positively to adult's lead for interaction				
- Attends to adult's facial expression				
<b>1.2 Seeks attention from familiar adult</b>		Date	Baseline	MC D E G
- Seeks proximity with familiar adult				
- Seeks to gain adult attention				
<b>1.3 Shares attention focus with adult</b>		Date	Baseline	MC D E G
- Looks where another is looking				
- Follows another's finger point - close				
- Follows another's finger point - distant				
- Looks between object and person				
- Gives / shows object to share attention				
- Accepts adult 'shoring' on activity				
- Is aware when object of attention is taken away or paused				
<b>1.4 Engages in interactive exchange with adult</b>		Date	Baseline	MC D E G
- Anticipates familiar actions / activities in an exchange				
- Takes turns within interactive exchange or play routine				
- Demonstrates shared enjoyment within interactive exchange				

### Summary of key steps

1. Type in name.
2. Identify learning intentions from the 'Overview' and 'activate' by selecting '✓'.
3. Input date and baseline.
4. Collate learning intentions using 'summary' page.
5. Record progress over 3 terms or identified time periods.

### Information for Assessment Co-ordinators / Administrators on making adaptations to the Progression Framework

The AET Progression Framework is available in a range of formats, which allows users to use it flexibly and according to their needs. The instructions above provide guidance on how to use the information within an Excel spreadsheet in order to identify, collate, and record progress for a small number of learning intentions for individual learners. If followed correctly, users *will not require a password*. Some services may, however, wish to adapt the spreadsheet for their own needs (e.g. to add to or reduce the overall content or to extend its capabilities). To do this, you will require the password that protects the current sheets. Please contact the AET if you would like access to the password to make structural changes. Please note that the AET does not provide support or take any responsibility for any changes made to the structure of the Framework.

# 3

## Priorities questionnaire



### 3. Priorities questionnaire

This questionnaire is to help you, and those who support you, decide which are important areas for you to be working on at the moment. These are things that are not related to specific lessons but that are helpful for life in and outside school. It will help with planning how to support you.

Name

Date

Things I like (including hobbies and interests):

My strengths and skills (things I'm good at):

Things I find difficult:

My hopes for the future:

### 3. Priorities questionnaire

Look at the following list. Fill in the chart to show which areas you think are important to work on and have support with this year. It might help to discuss them with someone who knows you well.

Areas to work on	Yes	Maybe	No
Communicating my needs and ideas			
Listening to people			
Understanding what people mean			
Having conversations			
Being with other people			
Getting on with adults who support me			
Making friends			
Working in a group			
Understanding my sensory needs			
Managing my sensory needs			
Helping others understand my sensory needs			
Coping with change			
Moving to another activity, place (transitions)			
Joining in with things that aren't my special interests			
Working out what to do in different situations (problem solving)			
Understanding my feelings and behaviour			
Managing my feelings and behaviour			
Understanding others' feelings and behaviour			
Being confident			
Joining in with different kinds of activities / subjects			
Working by myself			
Organising myself and my time			
Understanding and following rules and expectations			
Keeping myself healthy			
Managing my personal care			
Understanding about puberty and becoming an adult			
Being more independent with tasks such as cooking, shopping, managing money, cleaning, etc.			
Keeping myself safe			
Travelling by myself			
Using my leisure time			

# 4

# Individual Learning Plan



## 4. Individual Learning Plan

### Using the Individual Learning Plan template

This resource is in PDF format and is designed for you to use and adapt as needed.

Name

	Learning Intention	Baseline assessment and date	Assessment and date	Assessment and date	Assessment and date

#### Key

Not yet developed (NYD)

Developing (DEV)

Established (EST)

Generalised (GEN)

# 5

## Progression Framework Overview



## Communication and interaction

- 1. Engaging in interaction**
  - 1.1 Responds positively to familiar adult
  - 1.2 Seeks attention from familiar adult
  - 1.3 Shares attention focus with adult
  - 1.4 Engages in interactive exchange with adult
- 2. Making requests**
  - 2.1 Makes request for an item
  - 2.2 Refuses an item / activity
  - 2.3 Makes request for interaction to continue / stop
  - 2.4 Requests help
  - 2.5 Requests information / asks a question
- 3. Communicating information / commenting on events**
  - 3.1 Answers a question
  - 3.2 Communicates information about the past and future
  - 3.3 Expresses opinions / thoughts / feelings
  - 3.4 Gives instructions / explanations
  - 3.5 Gives accounts and explanations
  - 3.6 Comments / draws attention to item / event
- 4. Listening and understanding**
  - 4.1 Responds to sounds
  - 4.2 Understands single spoken word
  - 4.3 Understands simple statement
  - 4.4 Understands instructions
  - 4.5 Understands questions
  - 4.6 Extracts relevant meaning / information
  - 4.7 Understands humour and figurative speech
  - 4.8 Understands informal speech / slang
- 5. Greetings**
  - 5.1 Responds to greetings / being addressed
  - 5.2 Greets others
- 6. Conversations**
  - 6.1 Gains another's attention
  - 6.2 Takes lead in conversation
  - 6.3 Responds to conversation partner
  - 6.4 Maintains flow of conversation
- 7. Non-verbal communication**
  - 7.1 Adapts communication / behaviour to suit situation
  - 7.2 Shows evidence of 'active listening'
  - 7.3 Understands non-verbal communication

## Social understanding and relationships

- 1. Being with others**
  - 1.1 Accepts the presence of others in familiar environment
  - 1.2 Engages in shared activity
  - 1.3 Copes with proximity of others in public space
- 2. Interactive play**
  - 2.1 Accepts presence of adult in play environment
  - 2.2 Engages in interactive play with an adult
  - 2.3 Engages in object play with adult
  - 2.4 Engages in play with peers
- 3. Positive relationships (supporting adults)**
  - 3.1 Engages positively with supporting adult
  - 3.2 Accepts help from an adult
  - 3.3 Accesses activities / situations with adult support
  - 3.4 Seeks advice and support from adult
- 4. Positive relationships and friendships (peers)**
  - 4.1 Initiates interaction with peer/s
  - 4.2 Engages positively in interaction with peer/s
  - 4.3 Takes into account others' interests / needs / feelings within interactions
  - 4.4 Takes action to sustain positive relationship
  - 4.5 Recognises negative or bullying behaviour towards self or others
- 5. Group activities**
  - 5.1 Attends to focus of group
  - 5.2 Participates in group activity
  - 5.3 Is aware of self as part of group
  - 5.4 Understands and conforms to expectations of working in a group
  - 5.5 Participates in group discussion

## Sensory processing

- 1. Understanding and expressing own sensory needs**
  - 1.1 Expresses sensory likes / dislikes
  - 1.2 Understands own sensory needs
- 2. Responding to sensory interventions**
  - 2.1 Responds to sensory adaptations to the environment
  - 2.2 Responds to sensory input from supporting adult
  - 2.3 Responds to input using sensory 'equipment'
  - 2.4 Responds to regular sensory programmes
- 3. Increasing tolerance of sensory input**
  - 3.1 Shows increased tolerance of sensory input
- 4. Managing own sensory needs**
  - 4.1 Accepts support to manage own behaviour in relation to sensory needs
  - 4.2 Requests others' help to manage sensory needs
  - 4.3 Takes action to manage own sensory needs
  - 4.4 Reflects on sensory needs and behaviour

## Interests, routines, and processing

- 1. Coping with change**
  - 1.1 Accepts change within familiar situations
  - 1.2 Takes action to cope with change
- 2. Transitions**
  - 2.1 Makes successful transition in 'everyday' situation
  - 2.2 Engages with preparation for transition to new setting
- 3. Special interests**
  - 3.1 Uses special interests to engage positively in activities / exchanges
  - 3.2 Engages with a range of activities unrelated to special interests
- 4. Problem solving and thinking skills**
  - 4.1 Makes a choice
  - 4.2 Uses information available to make an appropriate choice
  - 4.3 Sorts items into categories
  - 4.4 Uses information to plan and predict
  - 4.5 Makes deductions based on information available
  - 4.6 Recognises and takes action to solve problems
  - 4.7 Reflects on problems encountered and strategies used

## Emotional understanding and self-awareness

- 1. Understanding and expressing own emotions**
  - 1.1 Expresses a range of emotions
  - 1.2 Identifies own emotions
  - 1.3 Identifies cause of emotion
- 2. Managing emotions and behaviour**
  - 2.1 Responds to calming strategies of others
  - 2.2 Uses own strategies to manage stress
  - 2.3 Takes part in planning and preparing strategies to manage own emotions and behaviour
  - 2.4 Uses taught strategies to manage emotions and behaviour
  - 2.5 Reflects on behaviour
- 3. Understanding others' emotions / intentions**
  - 3.1 Recognises and responds to emotions in others
  - 3.2 Identifies cause of emotions in others
  - 3.3 Makes judgements relating to others' behaviour
  - 3.4 Identifies potential or actual risk within situations
  - 3.5 Is aware of difficulties with 'reading' others, emotions / intentions
- 4. Self-awareness**
  - 4.1 Identifies own characteristics
  - 4.2 Identifies interests and strengths
  - 4.3 Understands own diagnosis
  - 4.4 Identifies difficulties
  - 4.5 Is aware of change in relation to self
  - 4.6 Participates in planning for own future

## 5. Developing confidence and self-esteem

- 5.1 Expresses preferences
- 5.2 Expresses opinions / ideas
- 5.3 Shows confidence within activities
- 5.4 Responds to negative behaviour

## Learning and engagement

### 1. Learning through play

- 1.1 Explores toys / objects / materials
- 1.2 Shows understanding of the purpose of toys / play items
- 1.3 Engages in cause and effect play
- 1.4 Engages in pretend / symbolic play
- 1.5 Enacts story routine / play scenario

### 2. Motivation and engagement

- 2.1 Responds to sensory features of items / activities
- 2.2 Responds to environment
- 2.3 Responds to interaction from supporting adult or peer
- 2.4 Anticipates / predicts what will happen
- 2.5 Shows interest in items / activity / topic
- 2.6 Explores / investigates items / activities
- 2.7 Discovers new knowledge and understanding
- 2.8 Attends to task / activity
- 2.9 Persists with activity
- 2.10 Shifts attention to another task / activity / request
- 2.11 Initiates / makes request for activity
- 2.12 Engages in negotiated tasks

### 3. Organisation and independent learning

- 3.1 Organises own belongings / resources
- 3.2 Makes effective use of timetables / planners
- 3.3 Shows awareness of time management
- 3.4 Works independently
- 3.5 Participates in planning own learning
- 3.6 Plans work
- 3.7 Carries out research into a topic
- 3.8 Asks for help

### 4. Understanding and following rules, routines, and expectations

- 4.1 Finds way around learning environment
- 4.2 Copes with queueing / lining up
- 4.3 Attracts attention in an appropriate manner
- 4.4 Follows agreed strategies for movement within learning area
- 4.5 Follows playtime / break time routines
- 4.6 Shows increased tolerance in relation to expectations

### 5. Evaluating own learning

- 5.1 Evaluates own learning
- 5.2 Applies understanding of own learning
- 5.3 Knows and applies own strengths
- 5.4 Recognises own difficulties
- 5.5 Sets own learning goals
- 5.6 Understands the consequences of own choices and actions
- 5.7 Recognises own achievements

## Healthy living

### 1. Keeping healthy

- 1.1 Identifies own health needs
- 1.2 Copes with medical appointments
- 1.3 Understands benefits and risks of medicines
- 1.4 Knows how to limit spread of infection (coughs and colds)
- 1.5 Makes healthy choices in relation to food / drink
- 1.6 Tolerates an increasing range of foods
- 1.7 Makes healthy choices in relation to exercise
- 1.8 Makes healthy choices in relation to sleep
- 1.9 Understands the health risks associated with smoking and alcohol
- 1.10 Understands the law in relation to drugs, alcohol, and smoking

### 2. Personal care

- 2.1 Uses toilet independently in familiar setting
- 2.2 Uses public toilet
- 2.3 Maintains good hand hygiene
- 2.4 Maintains good bodily hygiene
- 2.5 Takes interest in own appearance
- 2.6 Identifies and manages sensory needs in relation to hygiene and clothing
- 2.7 Dresses self effectively

### 3. Relationships and sex education

- 3.1 Identifies personal characteristics
- 3.2 Recognises and accepts differences between people
- 3.3 Understands and accepts changes that occur at puberty
- 3.4 Understands personal space
- 3.5 Distinguishes between 'public' and 'private'
- 3.6 Understands different types of relationships
- 3.7 Uses behaviour appropriate to relationship
- 3.8 Understands laws relating to consent in relationships
- 3.9 Keeps safe within relationships
- 3.10 Knows where to seek advice or help

## Independence and community participation

### 1. Independent living

- 1.1 Manages own time / routines
- 1.2 Prepares a simple snack
- 1.3 Makes a drink for self and/or others
- 1.4 Prepares to make a meal
- 1.5 Prepares a meal
- 1.6 Participates in mealtime with others
- 1.7 Orders a meal
- 1.8 Prepares to go shopping
- 1.9 Shops for items
- 1.10 Pays for items in shop
- 1.11 Carries out household tasks
- 1.12 Manages own money
- 1.13 Uses a phone
- 1.14 Plans for the future

### 2. Personal safety

- 2.1 Keeps safe in the home
- 2.2 Keeps safe at school
- 2.3 Keeps safe when out in the community
- 2.4 Knows how to get help in the community
- 2.5 Keeps safe on-line (e-safety)

### 3. Road safety and travel

- 3.1 Walks safely by the side of road
- 3.2 Crosses road safely
- 3.3 Finds way / follows directions
- 3.4 Plans a journey / trip out
- 3.5 Prepares to use public transport
- 3.6 Uses public transport
- 3.7 Solves problems that may occur when travelling

### 4. Leisure

- 4.1 Shows preference for particular leisure activities
- 4.2 Plans own leisure activity
- 4.3 Engages in social exchange within leisure activity
- 4.4 Takes into account others within leisure activities
- 4.5 Accepts and applies guidance within leisure activities



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