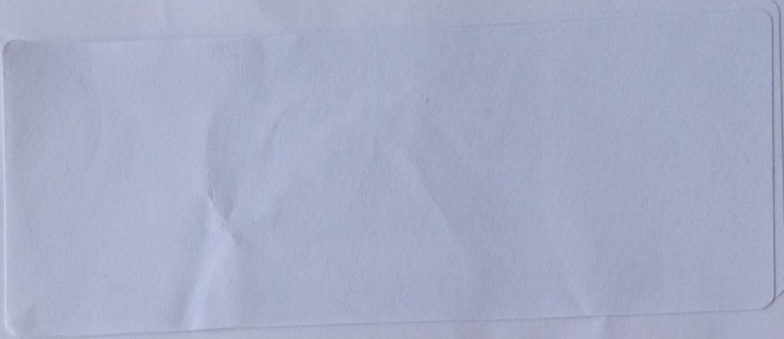




Annual Review Report

Young Person Details

Name: [REDACTED]

Date of Birth: [REDACTED]

Year Group: [REDACTED]

Date of Report: November 2017

Provision required to meet the needs

The school will provide provision to enable Adam to:

- Extend his basic learning skills
- Develop his speech, language, and communication skills, including his social communication and interaction
- Develop his understanding of social situations and expected patterns of behaviour
- Continue to develop his fine motor skills
- Develop his ability to manage his sensory sensitivities and regulate his sensory systems
- Further develop his self-help and independent living skills

Speech and Language Therapy

- **Develop his speech, language, and communication skills, including his social communication and interaction**

as settled in to his new school environment excellently during his first half term. transition to was student led and allowed the opportunity to explore and familiarise himself with his new environment on his terms and at his own pace. Straws are motivating item and these have been used within his classroom to create a positive association with his new school. These strategies have worked excellently and appears very content in his new environment.

presents as an intentional communicator and uses Picture Exchange Communication System (PECS), body language and his voice to communicate. does not spontaneously use any standard English words but meaning can be determined from some of the sound combinations he consistently makes. For example, will say 'digadiga' which is his way of saying 'no.' However, he changes this word to mean a request or seek confirmation if something is allowed by changing the tone of how he says it. continuously babbles to himself and these sounds often accompany sensory seeking behaviours. The sounds, tone and volume he produces whilst banging his hand on the floor can indicate happiness and change when he is becoming agitated.

can become frustrated when his communication is not understood or when he is unsure how to communicate what he wants. However, the introduction of PECS within his new environment has reduced this frustration. has a PECS book in class and a large visual timetable with a bank of symbols representing different activities. He has learnt many of the new symbols and is using PECS to Phase 3 to communicate his wishes. For example, he will find a symbol in his book or box discriminating between many, approach a staff member and give them the symbol of 'snack' to request food. Initially, was having difficulty transitioning between activities as he struggled to comprehend when something had finished. The introduction of a 'finished' box gave Adam visual reinforcement that an activity had ended as well as showing him empty cereal boxes when his snack is finished. has responded excellently to these strategies and is now much calmer transitioning between activities as this has aided his understanding.

Progress and achievement against objectives:

Education

- **Extend his basic learning skills**
- **Develop his understanding of social situations and expected patterns of behaviour**

is placed in a specialist ASD class within with a focus on learning through play activities, both in the inside and outside learning environments.

timetable is individually tailored to meet his individual cognitive and sensory needs. Individual activities are designed to be short and frequently changed in order to help maintain his focus and concentration.

In the limited time has spent so far at , he has been undertaking a series of play skill observations and baseline assessment activities to ascertain his current learning levels and skills.

In assessing his basic Literacy skills, is able to understand 10-50 words and symbols, communicate 'yes' and 'no', and will independently mark make on paper or trace over letters. is currently working at level P4/Routes To Literacy Step A. The next steps in learning will be for him to begin to engage in sharing a book with an adult, looking at the pictures when prompted to do so.

In Numeracy, is confident in matching a range of basic 2D shapes, is aware of the numbers 1 and 2, and will count 1 and 2 using objects or his feet. is also able to match colours and objects, and can make groups of similar objects. He is beginning to develop his awareness of positional language through his understanding of the words 'in' and 'out'. is currently working at level P5/Routes to Numeracy Step B. The next steps will be for to count 2 and 3 objects with support, copy simple clapping patterns and identify 'big' and 'small' objects.

Each member of the small class team working with have received training, and utilise a range of de-escalation and positive behaviour management techniques throughout the school day. A positive behaviour management plan is in place and has been shared with all staff working with

Through rotating the staff members who comprise his class team of 3, is now able to play and develop his social skills by working with at least 5 familiar staff members. Though reluctant at first to venture outside the classroom, is now comfortable walking across the school with his team to access the outdoor playground area on a regular basis.

Occupational Therapy

- **Continue to develop his fine motor skills**
- **Further develop his self-help and independent living skills**
- **Develop his ability to manage his sensory sensitivities and regulate his sensory systems**

[redacted], manual dexterity is good for activities of his choosing, as observed when he is fiddling and bending his straws. He is independent with toileting with minimal verbal encouragement and visual prompts and always washes his hands thoroughly after. He is able to remove his socks and shoes, and when he wants to, he can replace his socks and do up the Velcro on his shoes. He can put on his jacket unaided and then waits for help with the zip. He is also able to feed himself with a spoon in his right hand, and can scoop food from the dish, sometimes using his other hand to assist. He always smells the food first and tastes it with the tip of his tongue. [redacted] is aware of danger and understands when given the warning.

[redacted] is a sensory seeker and some strategies have been discussed with his class team and ideas have been implemented. He is wearing a football "under skin" which provides some proprioceptive feedback, and a variety of alternative ideas have been discussed.

Achievements:

- Settling in to a new environment and interacting well with a new staff team.
- Improved transitions between activities.
- Developing confidence in exploring the grounds of the school, especially the playground area.

Suggested Target areas for development

- Begin to share a familiar book with an adult
- Attending to adult directed tasks once daily.

PART 2

SPECIAL EDUCATIONAL NEEDS

Summary of educational needs, functioning and learning difficulties:

Cognition and Learning

In Literacy [redacted] is working on the Uffculme sentence building programme. He is able to use colour coded sentence grids and picture cues to answer 'wh' questions e.g. who and what in relation to a reference picture. He is beginning to be able to answer questions using two information carrying words e.g. red balloon. [redacted] is now consistently using symbols to request items he wants.

In Numeracy [redacted] is able to match objects one to one and is able to recognise an object from its outline. He likes to listen to number rhymes and is beginning to find the correct number with some adult prompting, when asked 'how many left?'

[redacted] responds well to a highly structured classroom with defined work areas. He is very independent in using his visual timetable but also responds well to a first and then card if there is a change to the usual daily routine. [redacted] can understand spoken language if the content has been simplified for him to understand (two-word level). He is able to work independently when completing his individual work system with the help of a visual reward system and is working on using a 'Helping hand' to ask for help when he is unable to complete a task independently.

[redacted] is a visual learner and responds well to activities that are presented on the interactive whiteboard. He particularly enjoys sensory activities and will engage in all sessions that are presented in this way. He also has a good memory and will often find activities or objects he enjoys if they have been put out of sight.

[redacted] concentration levels have improved and he can attend to a task and listen to instructions while being engaged in a motivating activity. He still at times needs a regulation break during non-preferred tasks but will often return to the activity with verbal prompting.

Communication and Interaction

[redacted] comes from a bilingual household where both English and [redacted] are spoken.

[redacted] has Autism which impacts significantly on his communication, social and functional interaction skills.

[redacted] is able to wave and use vocalisations to say hello/goodbye when verbally prompted to do so by an adult.

[redacted] is working at SCERTS language partner stage. Adults use mostly symbols with some spoken language to communicate with [redacted] and he responds well to this. [redacted] has made improvements in this area and is consistently using familiar symbols to communicate his needs throughout the school day (e.g. I want drink). He still relies mostly on gestures and vocalisations to communicate his wishes and will actively seek symbols out within reach. In class [redacted] is being encouraged to always use his communication book to make requests and staff will direct [redacted] to it when he is requesting a toy or object.

PART 2

SPECIAL EDUCATIONAL NEEDS

Summary of educational needs, functioning and learning difficulties cont/d:

receptive language has also improved and will follow one step instructions independently e.g. 'Put your coat on'.

is learning how to interact appropriately with adults and is seeking out interactions daily. He will show he wants adult interaction by smiling and using vocalisations that are familiar to staff.

Behaviour, Emotional and Social Development

SCERTS strategies have been implemented into daily routine to support his level of emotional regulation and to give him the tools to communicate how he feels and if he needs help.

can experience extreme emotional dysregulations which can be linked to sound sensitivity. During these times will often give adults a verbal warning that he is unhappy and will ask to leave an area or activity by gestures and vocalisations known to familiar adults. He will often choose to relax and calm in a quiet area until he feels ready to re-join the activity. The class team support to request to 'go' using symbols if his environment is too noisy for him. dysregulations can also be linked to unforeseen changes in routine (e.g. transport lateness). At these times, it is possible to distract with adult interaction or a favoured toy.

enjoys his own space but is now actively seeking out familiar adults for play interactions and enjoys playing chasing games. Adults are currently working on extending these interactions to last over ten minutes.

is showing more progress in his understanding that some behaviours are not acceptable in certain areas of the school. He has begun using self-regulatory techniques during playtimes and the classroom but still finds this difficult during transitions to activities around the school.

is beginning to request to leave when an environment is too noisy for him by taking an adult by the hand and pulling them to the door. He will also put his hands over his ears and use vocalisations known to familiar adults to mean that he need help or he want to go.

Medical, Physical and Sensory

has a diagnosis of Autistic Spectrum Disorder. He is an active pupil who is beginning to develop good gross and fine motor skills. When playing outside or using the ball pool he can play freely and demonstrates his ability to manipulate large equipment within a safe environment.

fine motor control is developing well. He is able to complete many fine motor tasks independently such as threading, inset puzzles and peg boards. is also beginning to participate in mark making activities. He displays some pencil control and can draw straight lines on paper with lots of verbal encouragement, although he still uses a palmer grip.

PART 2

SPECIAL EDUCATIONAL NEEDS

Summary of educational needs, functioning and learning difficulties cont/d:

██████ is able to follow some personal care routines independently such as brush teeth, comb hair and wash face (with visual symbol prompts). He is becoming increasingly independent with his own personal care and will use the toilet independently if reminded to do so.

██████ is very capable at putting on his own shoes and socks. He is able to dress himself with verbal prompting but will often put his clothes on backwards, and requires assistance when doing up his coat as he finds the zip difficult to put together. The class team are working on slowing removing verbal prompting to encourage ██████ to dress himself as independently as possible.

██████ actively participates in all sensory activities and particularly enjoys exploring new textures and materials. His favourite activity is finding materials that he can twiddle. This can calm him down if he is showing signs of dysregulation.

██████ is very sensitive to sound and this can have an impact on his tolerance levels in both classes and the playground. He is beginning to manage his sound sensitivity by requesting using gestures to leave the area.

██████ is experiencing sensory feedback through hitting objects, mostly the floor. He enjoys tearing with his teeth and opts to spend some playtimes bending and shaping twigs that he has stripped from a tree.

PART 3

SPECIAL EDUCATIONAL PROVISION - Continued

7. Advice and programmes from a Speech and Language Therapist will be provided to develop [redacted] receptive and expressive language, social use of language and functional communication skills in everyday settings throughout the school day. Programmes will be firmly embedded into the curriculum and will be delivered through the curriculum on a daily basis by school staff working with [redacted]. The Speech and Language Therapist will assess and monitor [redacted] progress and programmes will be reviewed and updated on a termly basis.
8. There should be ongoing social skills training as an integral part of the curriculum. Opportunities will be available to explore and further develop appropriate social communication and interaction skills, with adult intervention in developing skills of sharing, negotiation etc.
9. [redacted] requires opportunities to enable him to further develop awareness of his own emotions, allowing him to expand on his ability to recognise, label and comment on his feelings and to develop his awareness of others emotions.
10. There will be ongoing support and advice from the Occupational Therapy Service in relation to [redacted] sensory difficulties and the use of effective strategies for managing his sensory environments. The Occupational Therapist will devise a sensory programme with specific short term targets tailored to meet [redacted] needs. Staff implementing the Occupational Therapy advice will be experienced and/or trained in the impact of sensory sensitivities for children with ASD.
11. [redacted] will have a 30 minute weekly individual Occupational Therapy therapy session with an Occupational Therapist who will monitor [redacted] progress on a termly basis, in liaison with Teaching staff, [redacted] parents and the Speech and Language Therapist.
12. Staff will use their developed knowledge and skills in relation to proactive approaches for the prevention of challenging behaviour and how to de-escalate potentially challenging situations, including 'positive behaviour support'.
13. Opportunities and curriculum objectives to extend and improve [redacted] fine motor skills.
14. Support and guidance from an Educational Psychologist for a minimum of two visits per year.
15. Opportunities designed to improve [redacted] self-care skills, independent living skills and life skills, including an awareness of danger and appropriate reaction.
16. There will be good liaison between home and school to monitor [redacted] progress and to ensure consistency in the approaches used.

MONITORING

Short term targets are to be set by the school within two months, in liaison with [redacted] his parents and any professionals involved. [redacted] special educational needs will be reviewed thereafter via the statutory annual review process.

PART 3

SPECIAL EDUCATIONAL PROVISION

OBJECTIVES

The main objective of the special educational provision is to develop all [redacted] skill levels in order for him to develop physically, educationally, emotionally and socially and fulfil his potential.

The provision detailed below should enable [redacted] to:

- Extend his basic learning skills
- Develop his speech, language and communication skills, including his social communication and interaction
- Develop his understanding of social situations and expected patterns of behaviour
- Continue to develop his fine motor skills.
- Develop his ability to manage his sensory sensitivities and regulate his sensory systems
- Further develop his self-help and independent living skills

EDUCATIONAL PROVISION TO MEET NEEDS AND OBJECTIVES

The Education Authority considers the following educational provision appropriate to meet the needs set out in Part 2 and the objectives above.

1. A 42 week day placement in which [redacted] requires a broad, balanced and relevant curriculum, appropriate to a child with autism, which will include concise, simple language and visual prompts. Staff within the educational environment will be experienced and/or qualified in working with children with autistic spectrum disorders and will utilise a TEACCH approach where appropriate.
2. [redacted] will receive individual support at all times throughout the school day.
3. The school will devise an Individual Educational Plan (IEP) in liaison with a Speech and Language Therapist, Occupational Therapist and any other relevant professionals working with [redacted]. The IEP will have SMART targets and be structured to address all of his learning, communication and social difficulties. It will be carefully monitored by teaching staff who will be working with [redacted] and will include teaching strategies, provision, recording, and review arrangements and outcomes.
4. A multi-disciplinary team meeting will be held on a termly basis to review [redacted] progress.
5. During the transition period to secondary provision, there will be a high level of intensive and reactive input from the Speech and Language Therapist to enable intensive multi-disciplinary collaboration. The Speech and Language Therapist will provide regular input during this episode of care which can take the form of direct observation of [redacted] in a variety of settings, direct interaction with [redacted] and collaboration and discussion with the multi-disciplinary team including health colleagues, school staff and parents.
6. [redacted] will have a 30 minute weekly individual speech and language therapy session which will be delivered by Speech and Language Therapist.

PART 3

SPECIAL EDUCATIONAL PROVISION - Continued

THE NATIONAL CURRICULUM

The Education Authority considers the following modifications, exclusions and substitutions to be appropriate:-

A. Modifications to the provisions of the National Curriculum (if none - this is to be recorded)

None

B. Exclusions from the applications of the provisions of the National Curriculum (if none – this is to be recorded)

None

C. Substitutions for the foregoing exclusions in order to maintain a balanced and broadly based curriculum (if none - this is to be recorded)

None

PART 4

APPROPRIATE SCHOOL OR OTHER ARRANGEMENTS

A. The Education Authority considers the following type of school appropriate for the child.

B. Arrangements for Education other than at School (specify).

Not Applicable

PART 5

ADDITIONAL NON-EDUCATIONAL NEEDS

_____ has a diagnosis of Autistic Spectrum Disorder, including developmental delay and severe speech and language difficulties.

PART 6

NON – EDUCATIONAL PROVISION

Continued input and advice from relevant healthcare professionals.

(Date)

(A duly authorised officer of the Education Authority)