

Individual Learning Plan focus - Phase 1 - 4

The 'Functional & Citizenship' section of the [Individual Learning Plan](#) supports opportunities for PSPD skills to be worked on daily within 4 targets:

- Self awareness/confidence.
- Managing feelings and behaviour.
- Building Relationships.
- Personal Development.

ILP targets will inform all learning activities over the day to provide opportunities to fully embed and master skills individual to the student at an appropriate pace involving small step learning goals, to generalise these skills in a variety of activities and settings.

ILP targets will be transferred to activities in the workstation, attention autism, sensology sessions, structured learning opportunities, the outside area, communication sessions, break times, Inquiry Based learning and dinner times. Differentiated levels of staff support will be available to support students, as appropriate, promoting independence.

PSHE and RSE themes within Inquiry Based learning and the PYP will be recorded against ILP targets following the appropriate Transdisciplinary theme dependant on Curriculum Pathway, this may include:

- Who we are.
- How we express ourselves.
- Where we are in place and time.
- How the world works.
- How we organise ourselves.
- Sharing the planet.

Level	Building relationships
M1 i	<ul style="list-style-type: none"> ● I can encounter an activity with full adult support showing a simple reflex response to an experience.
M1 ii	<ul style="list-style-type: none"> ● I can give an intermittent reaction to an experience/ activity with a familiar adult.

M2 i	<ul style="list-style-type: none"> ● I can react to new activities and experiences through gesture, facial expression, vocalisation e.g. withdrawing from a person who is new to them. ● I can accept and engage in coactive exploration e.g. sharing a hand massage with an adult. ● I can hold eye contact briefly. ● I can track people as they move and talk. ● I can begin to use a variety of facial expressions (including smiling) and vocal sounds (including babbling, crying, laughing, blowing raspberries and guttural sounds) around other people.
M2 ii	<ul style="list-style-type: none"> ● I can show enjoyment in the company of others and seek contact with others through reaching, eye contact and vocalisation. ● I can cooperate with shared exploration and supported participation e.g. handling personal belongings passed to me. ● I can gaze at faces and copy facial movements. e.g. sticking out tongue, opening mouth and widening eyes.
M3 i	<ul style="list-style-type: none"> ● I can watch attentively when someone does something interesting. ● I can become upset if adult interaction comes to an end. ● I can become unsettled with less familiar people. ● I can show distress at being left alone. ● I can show signs of anticipation such as moving or changing facial expressions prior to an interaction with an adult. ● I can show a response when spoken to, for example, moving arms and legs, changing facial expression, moving my body and making mouth movements. ● I can recognise and be most responsive to main carer's voice: face brightens, activity increases when a familiar carer appears. ● I can respond to what carer is paying attention to, e.g. following their gaze or reaching out to touch the hair or face of another person during an interactive sequence.
M3 ii	<ul style="list-style-type: none"> ● I can accept interaction with another person e.g. receives or gives an object. ● I can maintain eye contact during interactions with a familiar person. ● I can show pleasure at the return of a familiar carer, by displaying a change in behaviour, smiling or laughing. ● I can seek to gain attention in a variety of ways, through a combination of gesturing, vocalising and drawing others into social interaction. ● I can request events or activities e.g. prompting an adult to continue an interaction through gesture, vocalisation, speech or facial expression. ● I can apply potential solutions systematically to problems by vocalising repeatedly to request an interaction with a peer or adult. ● I can ask for more of an activity, for example by using voice or hands. ● I can initiate an activity, for example by pushing a ball to an adult or handing them a book.
M4	<ul style="list-style-type: none"> ● I can show a reaction to a positive response from an audience and repeat activity to gain further praise. ● I can show an awareness of the feelings of others. ● I can seek to gain attention in a variety of ways, drawing others into social interaction. ● I can begin to build relationships with familiar people through intensive interaction. ● I can begin to show an awareness of unfamiliar people. ● I can interact with others and explore new situations when supported by a familiar person. ● I can show interest in the activities of others and respond differently to children and adults, e.g. may be more interested in watching

	<p>children than adults or may pay more attention when children talk to them.</p> <ul style="list-style-type: none"> ● I can play alongside others. ● I can begin to feel comfortable as part of a small group. ● I can actively participate with others, e.g. copies action, communicating "go". ● I can begin to be interested in other children's interactions, for example by looking or moving towards them. ● I can show enjoyment when sharing new experiences with familiar adults.
M5	<ul style="list-style-type: none"> ● I can use a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for reassurance if I become anxious. ● I can play cooperatively with a familiar adult, e.g. rolling a ball back and forth. ● I can maintain interactions and take turns in a small group with adult support. ● I can begin to interact with unfamiliar adults if a familiar adult is present. ● I can copy a range of actions in play activities. ● I can accept variations in a game and join in with new actions. ● I can begin to share and 'give and take'. ● I can begin to take a few turns in a game with adult support.
M6	<ul style="list-style-type: none"> ● I can show an interest in others' play and start to join in for short periods of time. ● I can seek out others to share experiences. ● I can show affection and concern for people who are familiar to me. ● I can begin to form a relationship with a peer through interactions, sharing space and resources. ● I can seek reassurance from familiar adults in the presence of strangers. ● I can seek out an adult when hurt or upset. ● I can enjoy looking after younger children. ● I can seek out others to share experiences. ● I can show affection and concern for people who are special to them.
M7	<ul style="list-style-type: none"> ● I can make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations e.g. if other pupils wish to use the same piece of equipment. ● I can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. ● I can initiate play, offering cues to peers to join them. ● I can keep play going by responding to what others are saying or doing. ● I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. ● I can take turns with increasing independence. ● I can respond positively to a range of familiar adults. ● I can show affection towards other children. ● I can actively avoid children I do not like to play with. ● I can show care and kindness towards a pet. ● I can express sadness when a friend or peer is hurt or ill. ● I can play in a group, extending and elaborating play ideas through my preferred method of communication, e.g. building up a role-play activity with other children.

	<ul style="list-style-type: none"> • I can initiate play, offering cues to peers to join me. • I can keep play going by responding to what others are saying or doing through my preferred method of communication. • I can demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
M8	<ul style="list-style-type: none"> • I can choose, initiate and follow through new tasks and self-selected activities. • I can understand the need for rules in games, and show awareness of how to join in different situations. • I can initiate conversations, attend to and take account of what others say. • I can discuss people I like and dislike, giving reasons, using my preferred method of communication. • I can explain my own knowledge and understanding, and ask appropriate questions of others. • I can take steps to resolve conflicts with other children, e.g. finding a compromise. • I can begin to accept the point of view of another person, if I don't agree with it. • I can initiate conversations, attend to and take account of what others say. • I can explain my own knowledge and understanding, and ask appropriate questions of others.

Level	Self awareness/ confidence
M1 i	<ul style="list-style-type: none"> • I can show a passive or resistant response to an activity.
M1 ii	<ul style="list-style-type: none"> • I can display periods of being alert and focusing my attention on certain people, events, objects or parts of objects.
M2 i	<ul style="list-style-type: none"> • I can begin to show interest in people, events and objects e.g. watching as I bring my own hands together. • I can tolerate co active involvement with an activity. • I can tolerate passive touch from an adult.
M2 ii	<ul style="list-style-type: none"> • I can show a positive response to something I enjoy e.g. laughing/ gurgling to show pleasure when being tickled and other physical interactions. • I can consistently show likes and dislikes for objects and people through crying/ withdrawal or smiling and reaching. • I can adapt to care-giving routines e.g.complies with personal care. • I can anticipate what will happen next in a familiar routine. • I can make simple choices using eye gaze, vocalisation or gesture.
M3 i	<ul style="list-style-type: none"> • I can use voice, gesture, eye contact and facial expression to make contact with people and keep their attention for a short period of time. • I can begin to show an awareness of cause and effect. • I can make sounds or movement to indicate a wish for the activity to stop. • I can begin to defend my own possessions. • I can gaze at pictures or mirrors.
M3 ii	<ul style="list-style-type: none"> • I can begin to understand that the use of my own voice and actions have effects on others, e.g. vocalising will gain attention of

	<p>others.</p> <ul style="list-style-type: none"> ● I can use pointing with my eye gaze to make requests, and to share an interest. ● I can engage with another person through vocalisation, gesture or eyegaze to help achieve a goal, e.g. to get an object out of reach. ● I am able to make basic needs known using my face, voice or body, for example thirsty, hungry or sleepy. ● I can use more complex methods to achieve my request, for example fetching their coat when they want to go outside. ● I can engage with less familiar adults in the presence of a familiar one. ● I can refuse by pushing objects away or withdrawing from an activity.
M4	<ul style="list-style-type: none"> ● I can look for and find or eye point to favourite things around the room. ● I can ask for 'more' by pushing an object towards another person or by taking the person to the object, or use eye pointing. ● I can use a comfort toy or object to calm myself. ● I can play contentedly alone but prefers adult company. ● I can seek reassurance if an adult disappears from sight. ● I can show enjoyment in finding my nose, eyes or tummy as part of naming games. ● I can explore new toys and environments, but 'checks in' regularly with familiar adult for reassurance as and when needed. ● I can show an interest in new toys and activities. ● I may be nervous, but can take part in new activities with support. ● I am beginning to ask for help using facial expressions, vocalisations or gestures. ● I can help with dressing, for example holding out an arm for sleeve or foot for shoe.
M5	<ul style="list-style-type: none"> ● I can begin to engage in pretend play with toys with adult support to understand my own thinking may be different. ● I can begin to demonstrate a sense of self as an individual, e.g. wants to do things independently, says "No" to adults. ● I will follow the behaviour of others; for example, taking shoes off to jump on a trampoline. ● I enjoy taking part in jobs with an adult. ● I can play constructively alone for around 20 minutes.
M6	<ul style="list-style-type: none"> ● I can separate from my main carer with support and encouragement from a familiar adult. ● I can express my own preferences and interests through my preferred method of communication. ● I can demonstrate initiative and find an adult to assist where required. ● I can anticipate routines. ● I can participate and help with familiar routines with some help. ● I can show strong personal preferences. ● I can make connections between different parts of my life; for example, when watering plants in the setting, talking about their garden at home.
M7	<ul style="list-style-type: none"> ● I can select and use activities and resources with help. ● I can accept and value praise for what I have done. ● I can take responsibility for carrying out small tasks. ● I'm more outgoing towards unfamiliar people and more confident in new social situations. ● I feel confident to talk to other children when playing, and will communicate freely about my own home and community in my

	<p>preferred method of communication.</p> <ul style="list-style-type: none"> ● I can show confidence in asking adults for help. ● I can select and use activities and resources with help. ● I can accept and value praise for what I have done. ● I can be more outgoing towards unfamiliar people and more confident in new social situations. ● I am confident when communicating with other children when playing, and will communicate freely about my own home and community. ● I can show confidence in asking adults for help.
M8	<ul style="list-style-type: none"> ● I can confidently speak to others about my own needs, wants, interests and opinions. ● I can describe myself in positive terms and talk about my strengths. ● I can use preferred mode, choosing between 3 preferred activities when presented in concrete form. ● I can offer help to peers and adults independently. ● I can understand that wishes and desires cannot always be met. ● I can describe myself in positive terms and discuss my abilities. ● I can take part in chores and routines independently. ● I can select and use activities and resources with growing independence.

Level	Managing feelings and behaviour
M1 i	<ul style="list-style-type: none"> ● I can show a reflex response when encountering an activity. E.g. startling at a sudden noise or movement.
M1 ii	<ul style="list-style-type: none"> ● I can give an intermittent reaction in response to an encounter or activity.
M2 i	<ul style="list-style-type: none"> ● I can display comfort in response to touch and people's faces and voices.
M2 ii	<ul style="list-style-type: none"> ● I can communicate consistent preferences and affective responses by expressing my immediate needs and feelings e.g. crying when I am in pain or upset. ● I can seek physical and emotional support by approaching a familiar adult.
M3 i	<ul style="list-style-type: none"> ● I can calm myself from being upset when being supported by an adult to reduce my anxieties. E.g. SMILE activity. ● I can show a range of emotions such as pleasure, fear and excitement. ● I can show an interest in new environments. ● I can respond to words such as 'bye bye' and 'up' when a gesture is used at the same time.
M3 ii	<ul style="list-style-type: none"> ● I can react emotionally to other people's emotions, e.g. smiles when smiled at and becomes distressed if I hear another child crying. ● I can use familiar adults to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. ● I can accept new experiences with adult support. ● I can indicate my like/dislike of the presented activity.

	<ul style="list-style-type: none"> ● I can accept close proximity to another person during an activity. ● I can sit and respond appropriately to familiar activities with adult support, for example hello time, assembly, snack time. ● I can recognise some of my own possessions such as my coat or bag. ● I can show displeasure if a motivating item is taken away. ● I can understand 'no' but might not always respond to this. ● I can actively avoid some experiences, for example loud noises, or bright lights. ● I can access picture visuals to support my now and next expectation with adult support.
M4	<ul style="list-style-type: none"> ● I am beginning to show the ability to soothe myself, and may like to use a comfort object. ● I can cooperate with caregiving experiences, e.g. dressing, personal care, teeth cleaning. ● I can show an understanding of 'yes' and 'no', and recognise and respond to animated praise or criticism. ● I can begin to respond to the feelings of others for example, matching their emotions and becoming upset. ● I can begin to recognise boundaries, for example I will look at an adult when engaged in something I know I shouldn't be doing. ● I can demonstrate a range of emotions, such as fear, anger, joy or surprise. ● I can remember events that were upsetting and become upset in anticipation of the event happening again. ● I can be persuaded to try something new, if an adult uses the 'first/next' method. ● I can request a comfort toy to self calm. ● I can access and use visual timetable/sand timer/social stories with adult support. ● I can recognise a wider range of my own belongings. ● I can respond appropriately to elements of a familiar routine. ● I am able to sit and work independently for up to 5 minutes. ● I can become distressed if things don't go according to plan. ● I can demonstrate displeasure of other children, adults, or activities. ● I can persistently request an object or activity, knowing that this behaviour will result in success. ● I can be distracted when upset. ● I can become frustrated if I cannot make myself understood.
M5	<ul style="list-style-type: none"> ● I can combine two elements of communication to express my feelings, needs and choices. ● I can join in discussions by responding appropriately (vocalising, using gestures, symbols or signing) to simple questions about familiar events or experiences; for example, 'What does the baby need?'. ● I can begin to show a sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. ● I can respond happily to praise and show pleasure in new accomplishments. ● I can refuse to relinquish toys if I feel it is about to be taken away. ● I can accept short turn taking with adult support. ● When I am prepared, I can accept the need for an activity to end. ● I can confidently access and use visual timetable/sand timer/social stories with reduced adult support. ● I can comply with requests, but may initially protest. ● I can respond to requests when the activity is a favoured one. ● I am able to wait a short while for needs to be met. ● I can understand the causes of some feelings; for example, feeling sad or frustrated when I can't go outside to play.

M6	<ul style="list-style-type: none"> ● I can begin to show an awareness of others' feelings, for example, I look concerned if I hear crying or look excited if I hear a familiar happy voice. ● I can respond to a few appropriate boundaries, with encouragement and support. ● I can begin to learn that some things are mine, some things are shared, and some things belong to other people. ● I can begin to show awareness of the impact of their actions; for example actions and words can hurt others. ● I can express my own feelings such as sad, happy, cross, scared, worried. ● I can respond to the feelings and wishes of others. ● I am aware that some actions can hurt or harm others. ● I can show understanding and cooperate with some boundaries and routines. ● I can inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn't do. ● I can display the growing ability to distract myself when upset, e.g. by engaging in a new play activity.
M7	<ul style="list-style-type: none"> ● I can accept changes in routine when they are dictated by the needs of others. ● I can inhibit my own actions and behaviours; for example, stop doing something they know they shouldn't do. ● I can become upset when they cannot take part in something; for example 'You can't visit Grandma today'. ● I can comment on the behaviour of other children. ● I can talk about the feelings of characters in stories. ● I can begin to try to independently sort out disputes with other children. ● I can show an awareness of my own feelings, and know that some actions and words can hurt others' feelings. ● I can begin to accept the needs of others and can take turns and share resources, sometimes with support from others. ● I can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. ● I can usually adapt behaviour to different events, social situations and changes in routine.
M8	<ul style="list-style-type: none"> ● I will accept verbal or signed, or symbol supported explanations rather than becoming upset. ● I can participate in games with rules; for example, in board games. ● I can show care and concern for others and for their environment. ● I can form good relationships with other children and share resources. ● I can show an awareness of differences between myself and others, and can be upset or proud of this. ● I can display growing patience if I am not understood initially and perseveres to communicate. ● I can show an understanding that my own actions affect other people, for example, becoming upset or trying to comfort another child when they realise they have upset them. ● I can show an awareness of the boundaries set, and of behavioural expectations in the setting. ● I am beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken my motivating item.

Level	Personal Development
M1 i	<ul style="list-style-type: none"> ● I can show a food taste preference through showing a simple reflex. E.g. sweet or savoury.

<p><i>Eating and Drinking skills</i></p>	<ul style="list-style-type: none"> • I can show a dislike of a food taste through a simple reflex. E.g. bitter. • I can show a preference in temperature of food through a simple reflex. • I can open my mouth in response to a food cue e.g. touching the bottom lip. • I can show a drink taste preference through a simple reflex e.g water, milk, squash. • I can show a preferred drinking vessel through a simple reflex e.g bottle with teat, flexi-cup. • I can show a drink temperature preference through a simple reflex. • I can open my mouth in response to preferred vessel cue e.g touching the bottom lip.
<p>M1 i <i>Toileting skills</i></p>	<ul style="list-style-type: none"> • I can remain relaxed for part of the toileting routine when necessary clothing is removed. • I can remain relaxed for part of the pad removal/cleansing/wiping routine. • I can remain relaxed for the part of the toileting routine when their clean pad is put on and clothing replaced. • I will allow their clothing/pad to be removed, following an appropriate cue. • I will allow their body to be wiped/cleansed, following an appropriate cue. • I will allow their clean pad/clothing to be put on, following an appropriate cue.
<p>M1 i <i>Washing skills</i></p>	<ul style="list-style-type: none"> • I will show an awareness of part of the face washing routine through a simple reflex. • I will show an awareness of part of the hand washing through a simple reflex. • I will show an awareness of part of the shower routine when swimming through a simple reflex.
<p>M1 i <i>Mouth hygiene skills</i></p>	<ul style="list-style-type: none"> • I will show an awareness when you touch their face in mouth hygiene routines through a simple reflex. • I will show an awareness when you touch their lips in mouth hygiene routines through a simple reflex. • I will show an awareness when you insert a toothbrush into the mouth and touch their teeth through a simple reflex.
<p>M1 i <i>Dressing and undressing skills</i></p>	<ul style="list-style-type: none"> • I will remain relaxed for the part of the routine when their apron is taken on or off. • I will remain relaxed for part of the routine when indoor/outdoor clothing with sleeves is put on or taken off. • I will remain relaxed for part of the routine when indoor/outdoor clothing for legs and feet are put on or/taken off.
<p>M1 ii <i>Eating and Drinking skills</i></p>	<ul style="list-style-type: none"> • I can move pureed food from the spoon to the front of their mouth and tongue. • I can transfer pureed food from the front of their tongue to the back of their tongue. • I can make up and down munching movements with my mouth. • I can take in a spoonful of pureed food and swallow it without choking. • I can draw in my upper or lower lip as the spoon is removed from my mouth. • I can become distracted and pay attention to my surroundings more. • I can decrease my rate of eating or stop when I am full.

	<ul style="list-style-type: none"> • I can open my mouth in response to the spoon approaching. • I can accept fluid into my mouth and keep it there with assistance e.g chin support. • I can swallow the fluid held into my mouth without choking. • I can divert my discomfort/distress when given a drink. • I can open my mouth in response to my drinking vessel approaching. • I can decrease my rate of drinking or stop when their thirst is quenched.
M1 ii <i>Toileting skills</i>	<ul style="list-style-type: none"> • I can show an awareness of the touch of the bathroom cue when it is presented. • I can very occasionally startle, still or tenses on the presentation of a cue during toileting routines. • I can briefly tolerate aspects of my toileting routines. • If there is a pause in my toileting routines I can tolerate the routine continuing. •
M1 ii <i>Washing skills</i>	<ul style="list-style-type: none"> • I can respond to my face being wiped with a cloth following an appropriate cue. • I can respond to my hands being wiped with a cloth following an appropriate cue. • I can respond to my body being showered following an appropriate cue. • I can become more alert while my face is being washed. • I can become more alert while my hands are being washed. • I can become more alert while my body is being showered.
M1 ii <i>Mouth hygiene skills</i>	<ul style="list-style-type: none"> • I can respond to touch during my mouth hygiene routines. • I can respond to the touch of a toothbrush during my mouth hygiene routines. • I can briefly tolerate having my teeth brushed. • I can respond to toothbrush smells during my mouth hygiene routines. • I can briefly tolerate having my teeth brushed. • I can tolerate having all my teeth brushed during my routines. • If there is a pause in teeth brushing I can then tolerate the routine continuing.
M1 ii <i>Dressing and undressing skills</i>	<ul style="list-style-type: none"> • I can allow my head to be moved forward following an appropriate cue, when removing or putting on an apron. • I can allow an arm to be removed or put in a sleeve, following an appropriate cue. • I can allow my leg or foot to be removed or put in clothing, following an appropriate cue. • I can become more alert when my apron is being put on/taken off. • I can become more alert when my clothing with sleeves is being put on/taken off. • I can become more alert when clothing for legs and feet is being put on/taken off.
M2 i <i>Eating and Drinking skills</i>	<ul style="list-style-type: none"> • I can have increased control of the position of food in their mouth. • I can use my lips and tongue independently from their jaw. • I can close my lips around the spoon when removing food from it. • I can have increasing control of the position of fluid in their mouth with assistance. • I can maintain my head position to keep fluid in if assistance is reduced.

	<ul style="list-style-type: none"> • I can attempt to close their mouth to keep in fluid.
M2 i <i>Toileting skills</i>	<ul style="list-style-type: none"> • I can appear tense or resist certain aspects of the toileting routines. • A known adult recognises aspects of the toileting routine that the learner enjoys. • I can relax once the toileting routine has finished.
M2 i <i>Washing skills</i>	<ul style="list-style-type: none"> • I can appear tense or resist certain aspects of the washing/showering routine. • A known adult recognises aspects of the washing/showering routine that the learner enjoys. • I can relax once the washing/showering routine has finished.
M2 i <i>Mouth hygiene skills</i>	<ul style="list-style-type: none"> • I can appear tense or resist certain aspects of the routine. • A known adult recognises aspects of the mouth hygiene routine that the learner enjoys. • I can relax once the mouth hygiene routine has finished.
M2 i <i>Dressing and undressing skills</i>	<ul style="list-style-type: none"> • I can appear tense or resist certain aspects of the dressing/undressing routine. • A known adult recognises aspects of the dressing/undressing routine that the learner enjoys. • I can relax once the dressing/undressing routine has finished.
M2 ii <i>Eating and Drinking skills</i>	<ul style="list-style-type: none"> • I can take mashed food from spoon. I can chew it with munching movements and swallow it. • I can eat mashed food easily from a spoon. • I can take food items held in my hand to my mouth. • I can take single sips, regulating the flow, from their drinking vessel. • I can take a few consecutive sips and swallows from my preferred drinking vessel. • I can show enjoyment for drinking. • I can purse my lips tight, turn my head or push my drink vessel away when they have had enough. • I can follow food with my eyes. • I can transfer food from one hand to the other. • I can try to grasp foods e.g teething biscuits with all my fingers and pull it into my palm. • I can open my mouth following drinking cues when I am thirsty. • I can communicate thirst through behaviour e.g. increased oral activity, looking at cup when placed in close proximity, moaning, anger. • I can be assisted to hold my drinking vessel for a brief time during drinking.

<p>M2 ii</p> <p><i>Toileting skills</i></p>	<ul style="list-style-type: none"> ● I can react to internal/external actions but requires adult to interpret. ● I can respond to apparent discomfort alerts adults immediate intervention. ● I can appear relieved once my soiled pad is removed. ● I can anticipate routine following a prompt e.g still for pad removal, more than just occasionally. ● I can attempt to intentionally move or support in the toileting routine e. assist in rolling/bridging. ● I can engage with a familiar adult during any part of the toileting routine.
<p>M2 ii</p> <p><i>Washing skills</i></p>	<ul style="list-style-type: none"> ● I can present a still head and face briefly when being washed. ● I can present my arm/hand briefly when being washed. ● I can still briefly when being showered. ● I can grasp the wash cloth briefly with support.
<p>M2 ii</p> <p><i>Mouth hygiene skills</i></p>	<ul style="list-style-type: none"> ● I can more than occasionally anticipate routine following a prompt e.g keeps my head up after feeling the touch of a toothbrush on my lips. ● I can Intentionally open my mouth during any part of my mouth hygiene routine. ● I can engage with a familiar adult during any part of my mouth hygiene routine. ● I can grasp a toothbrush for 10 seconds. ● I can be supported to reach for a toothbrush raised to my mouth. ● I can be supported to keep a grasped toothbrush in their mouth briefly.
<p>M2 ii</p> <p><i>Dressing and undressing skills</i></p>	<ul style="list-style-type: none"> ● I can move their head forwards when removing their apron. ● I can move their arm from an almost removed sleeve. ● I can move their legs or feet from almost removed clothing. ● I can grasp my unfastened apron and pull it briefly with support. ● I can remove my arm from an optimally positioned sleeve. ● I can grasp the item of clothing in its last stages of removal and pull it briefly with support. ● I can support myself to grasp the item of clothing in its last stages of removal and pull it off their other limb.
<p>M3 i</p> <p><i>Eating and Drinking skills</i></p>	<ul style="list-style-type: none"> ● I can clench my mouth shut or push food away when I am full. ● I can reach for their spoon or food when they are hungry. ● I can look at food when they are hungry or communicate their hunger through behaviour e.g anger, moaning. ● I can maintain holding, with assistance for the whole of my drink. ● I can attempt to reach for their drinking vessel prior to drink being given. ● I can respond to the sights, smells, cues, sounds related to drink time. ● I can use consistent behaviours that could be interpreted as thirst. ● I can open my mouth prior to my drink being given/taken. ● I can move food in my mouth from side-to-side. ● I can begin to use my jaw and tongue to mash food in my mouth. ● I can sometimes chew in a rotary pattern (diagonal movement of the jaw as food is moved to the side or centre of the mouth).

	<ul style="list-style-type: none"> ● I can eat soft or easily dissolvable finger food. ● I can bite/chew through a variety of textures. ● I can eat and swallow finely chopped food and small pieces of soft, cooked food. ● I can regulate the flow from their drinking vessel when taking continuous sips (vessel can be lidded or open).
M3 i <i>Toileting skills</i>	<ul style="list-style-type: none"> ● I can persist in indicating discomfort when adult attention is given. ● I can be comforted by a familiar adult when in discomfort. ● I can indicate relief following an adult's actions in response to the learner's discomfort. ● I can persist in attracting adults until attention is given. ● I can attempt to locate a familiar adult if I am distressed. ● I can seek an adult prior to indicating need.
M3 i <i>Washing skills</i>	<ul style="list-style-type: none"> ● I can be supported to make contact with my skin with a washcloth. ● I can be supported to grasp the shower head briefly. ● I can grasp a washcloth and move it briefly on my face. ● I can indicate a preferred pace for teeth cleaning. ● I can recognize my own mouth hygiene equipment.
M3 i <i>Mouth hygiene skills</i>	<ul style="list-style-type: none"> ● I can be supported to grasp their toothbrush for a brief time for teeth brushing. ● I can be supported to grasp their toothbrush for all of my teeth brushing. ● I can attempt to reach for the toothbrush prior to teeth brushing.
M3 i <i>Dressing and undressing skills</i>	<ul style="list-style-type: none"> ● I can be supported to remove my foot and leg from trousers in the last stages of removal. ● I can be supported to remove my sock from my foot in the last stages of removal. ● I can be supported to pull my clothing off my feet and legs during the last stages of removal. ● I can actively hold my apron, pull it away and release it. ● I can Actively pull my legs and feet out of the item of clothing.
M3 ii <i>Eating and Drinking skills</i>	<ul style="list-style-type: none"> ● I can feed myself food from my meal using my fingers. ● I can take finger food to their mouth and eat it. ● I can hold, bite and chew appropriate finger foods. ● I can grasp a suitable spoon with support. ● I can maintain a grasp with support to enable the spoon to be loaded. ● I can be supported to take a loaded spoon to mouth and take food from it. ● I can return the spoon from my mouth to my plate independently. ● I can take a loaded spoon to their mouth and remove the food from it independently. ● I can load my spoon independently. ● I can set the pace for drinking and pauses in sipping. ● I can take sips from a straw with assistance. ● I can hold my drinking vessel and drink from it independently.

	<ul style="list-style-type: none"> ● I can sip through a straw independently. ● I can place my drinking vessel on a tray/table independently following a drink.
M3 ii <i>Toileting skills</i>	<ul style="list-style-type: none"> ● I can have a regular pattern of toileting needs (regular records maintained and reviewed). ● I can have pre-planned toileting times to minimise the time I am left in need. ● I can have pre-planned toileting times to minimise the time I am left in need. ● I can have a toilet pattern that is sufficiently regular in order to consider using a toilet. ● I can use a toilet/toilet chair as part of their toileting routines. ● I can sometimes indicate need prior to toilet/toilet chair use. ● I can use the toilet/toilet chair independently.
M3 ii <i>Washing skills</i>	<ul style="list-style-type: none"> ● I can grasp a shower head and move it briefly over their body. ● I can actively hold my wash cloth and move it over my face. ● I can actively hold the wash cloth and move it over their hands. ● I can actively hold the shower head and move it up and down their body.
M3 ii <i>Mouth hygiene skills</i>	<ul style="list-style-type: none"> ● I can use an independent functional grasp to hold the toothbrush. ● I can take a toothbrush to my open mouth. ● I can use a toothbrush appropriately for one part of the routine e.g taking a toothbrush out of mouth. ● I can Co-actively assist with parts of my mouth hygiene routine. ● I can independently assist with parts of their mouth hygiene routine if the support is removed briefly e.g selecting my own brush, selecting preferred toothpaste, wiping face, grasping/releasing toothbrush.
M3 ii <i>Dressing and undressing skills</i>	<ul style="list-style-type: none"> ● I can move my head or body following an appropriate cue, when putting on an apron. ● I can move my arms or body, when the sleeve is optimally positioned, to enable dressing. ● I can move their leg, foot or body, when clothing is optimally positioned, to enable dressing. ● I can support pushing my arm so that my hand comes out of the sleeve cuff. ● I can be supported so that I can push my arm into a sleeve. ● I can be supported to pull their top, placed over their head, as it is put on. ● I can be supported to push their foot through a leg hole in an item of clothing. ● I can bridge to enable clothing to be pulled up and placed over their abdomen.
M4 <i>Eating and Drinking skills</i>	<ul style="list-style-type: none"> ● To try a range of foods and textures. ● To demonstrate a like/dislike to certain foods and textures through facial expression and/or gesture. ● With adult support I can drink from a cup or beaker. ● With adult support I can eat my food at an appropriate pace. ● With adult support I can drink from a cup or beaker at an appropriate pace.
M4 <i>Toileting skills</i>	<ul style="list-style-type: none"> ● I can show some regularity in bladder and bowel movements. ● I can cooperate partially when being cared for during menstruation.

M4 <i>Washing skills</i>	<ul style="list-style-type: none"> ● I show no awareness of the need to shave. ● I enjoy being in water. ● I can begin to tolerate having my hair brushed with full adult support. ● I can begin to tolerate a hand washing routine with full adult support. ● I can begin to tolerate having my nose wiped by others. ● I can explore a shaving routine, tolerating smells, textures and sounds that occur during shaving. ● I can explore a bathing routine. Tolerating smells, textures and resources that I will use in my bathing routine. ● I can cooperate when my hair is brushed by others. ● I can cooperate when my nails are cleaned. ● I can cooperate when my nose is wiped by others.
M4 <i>Mouth hygiene skills</i>	<ul style="list-style-type: none"> ● I can explore and tolerate a teeth brushing routine. Through taste texture and sound with adult support. ● I can cooperate when my teeth are cleaned with adult support.
M4 <i>Dressing and undressing skills</i>	<ul style="list-style-type: none"> ● I can tolerate having my clothes changed by others. ● I can tolerate getting dressed by others. ● I can cooperate when being dressed. ● I can cooperate to have clothes changed.
M5 <i>Eating and Drinking skills</i>	<ul style="list-style-type: none"> ● I can make attempts to transfer pre-cut food from plate to mouth using cutlery. ● I will attempt to drink from the cup independently with some spillage. ● I will independently eat at an appropriate pace. ● I will attempt to drink from the cup independently with minimal spillage.
M5 <i>Toileting skills</i>	<ul style="list-style-type: none"> ● I can show a sign of being uncomfortable when wet or soiled. ● I can show some understanding of menstruation and am able to cooperate when being cared for during my period. ● I can begin to cooperate in my toileting routine, beginning to support changing my pad, using a wipe, following a visual and verbal cue.
M5 <i>Washing skills</i>	<ul style="list-style-type: none"> ● I can cooperate when bathed by others. ● I can show some understanding of shaving and tolerate being shaved. ● I can begin to brush my hair with support. ● I can cooperate when my nails are filed. ● I can identify a tissue when prompted by an adult. ● I can begin to explore and tolerate my shaving routine. Tolerating smells, textures, sounds and resources for short periods of time. ● I can begin to cooperate when being bathed by others. (E.g. turning on the shower, lifting arms to wash). ● I can brush my hair with adult support, tolerating a hair band/ hair clip. ● I can cooperate when my nails are cleaned and cut.

	<ul style="list-style-type: none"> ● I can put a dirty tissue in the bin when prompted by an adult.
M5 <i>Mouth hygiene skills</i>	<ul style="list-style-type: none"> ● I can begin to raise a toothbrush to my lips exploring the taste and texture of the brush and toothpaste. ● I can attempt to brush my teeth but need support.
M5 <i>Dressing and undressing skills</i>	<ul style="list-style-type: none"> ● I can help in dressing and undressing - holding arms out, lifts feet. ● I can indicate that clothes need washing or that they are dirty. ● I can actively cooperate in dressing and undressing consistently, recognizing which body part to hold out in line with the clothing.
M6 <i>Eating and Drinking skills</i>	<ul style="list-style-type: none"> ● With initial adult support I will transfer food from a plate to my mouth using cutlery. ● I will drink from an open cup with a high degree of success. ● I will consistently transfer food from a plate to my mouth using cutlery. ● I can drink from an open cup without any difficulty.
M6 <i>Toileting skills</i>	<ul style="list-style-type: none"> ● I can sit on the toilet willingly for a few minutes. ● I can indicate that my period has begun. ● I can follow a toileting routine with verbal/ visual prompts from an adult. (E.g. pull trousers down, sit on the toilet, flush the toilet).
M6 <i>Washing skills</i>	<ul style="list-style-type: none"> ● I can cooperate when shaved by others. ● I can help to wash myself when bathed by others. ● I can cooperate when my hair is washed. ● I can recognize that my nails are dirty or long. ● I can attempt to wipe my own nose but might need some support. ● I can put on soap/shaving form before being shaved. ● I can actively begin to wash myself following a bathing routine when supported by an adult. (e.g. applying the shower gel). ● I can actively participate in washing my hair, beginning to rub the shampoo in and tipping a jug over my head to wash out the bubbles. ● I can begin to wipe my nose successfully with minimal prompting from an adult.
M6 <i>Mouth hygiene skills</i>	<ul style="list-style-type: none"> ● I can consistently raise the toothbrush to my mouth, making circular motions on my teeth for short periods of time. ● I can brush my teeth without help, but I need others to put paste.
M6 <i>Dressing and undressing skills</i>	<ul style="list-style-type: none"> ● I can remove some garments of clothing, i.e. shoes. ● I can place dirty clothes in the laundry basket or washing machine when asked. ● I can begin to undo a zip to remove an item of clothing.
M7	<ul style="list-style-type: none"> ● I can choose between two pieces of cutlery to identify which is appropriate for my food item/meal.

<p><i>Eating and Drinking skills</i></p>	<ul style="list-style-type: none"> ● I can begin to pour a drink with support from an adult. ● I can identify different types of cutlery and which is appropriate. ● I can pour a small amount of liquid into a cup with minimal support from an adult.
<p>M7 <i>Toileting skills</i></p>	<ul style="list-style-type: none"> ● I can use the toilet appropriately with adult support. ● I can indicate that my pad needs changing. ● I can not indicate when I need to go to the toilet but will go when asked, and will communicate when I have finished if asked.
<p>M7 <i>Washing skills</i></p>	<ul style="list-style-type: none"> ● I can begin to recognise when I need a shave. ● I can help to dry myself when dried by others. ● I can tolerate the sounds and textures when a styling tool is used. (e.g. hair dryer). ● I can explore and recognise nail tools. ● I can recognise when I need to blow my nose. ● I can begin to recognise the risks of using a razor and begin to identify how to use a razor safely. ● I can cooperate when a hair dryer or other styling tool is used. ● I can begin to follow a nail cleaning routine utilising resources.
<p>M7 <i>Mouth hygiene skills</i></p>	<ul style="list-style-type: none"> ● I can apply toothpaste, brush my teeth with verbal prompts from an adult. ● I can apply an appropriate amount of toothpaste to my brush and follow minimal verbal prompts to brush my teeth for a short period of time.
<p>M7 <i>Dressing and undressing skills</i></p>	<ul style="list-style-type: none"> ● I can put on some clothing garments with support e.g. coats. ● I can locate and return correct clothing items. ● I can follow an undressing routine (visual timetable) to attempt to remove specific items of clothing with minimal adult support.
<p>M8 <i>Eating and Drinking skills</i></p>	<ul style="list-style-type: none"> ● I can hold a knife and fork correctly. ● I can accurately pour a drink without making spillages. ● I can use a knife to cut food before I eat it. ● I can begin to recognise the risks of making a hot drink.
<p>M8 <i>Toileting skills</i></p>	<ul style="list-style-type: none"> ● I can begin to show signs of needing the toilet (e.g. moving towards the toilet, tapping the toilet symbol with prompting.) ● I can help to change my pad. ● I can indicate when I need the toilet and when I have finished, most of the time.
<p>M8 <i>Washing skills</i></p>	<ul style="list-style-type: none"> ● I can recognise that I need soap to wet shave. ● I can begin to dry myself with support. ● I can brush my hair when prompted by an adult. ● I can clean my nails with support. ● I can blow my nose in a tissue with adult support.

	<ul style="list-style-type: none"> • I can begin to tolerate the sounds and textures of an electric shaver. • I can actively support when drying myself, beginning to recognise when areas are still wet. • I can independently brush my hair when it is needed. • I can cut my nails with adult support. • I can wipe my nose following a verbal prompt.
M8 <i>Mouth hygiene skills</i>	<ul style="list-style-type: none"> • I can use a cup of water to rinse my mouth after my tooth brushing routine with prompting from an adult. • I can brush my teeth adequately and regularly without being told.
M8 <i>Dressing and undressing skills</i>	<ul style="list-style-type: none"> • I can put some garments of clothing on i.e. cardigans, coats/ shoes. • I can begin to recognise I need to change clothes regularly and in different contexts. • I can follow a dressing routine to put garments of clothing on. I can begin to use a pincer grip to undo a range of fastenings.
M9 <i>Eating and Drinking skills</i>	<ul style="list-style-type: none"> • I can follow instructions to use a range of kitchen utensils safely and appropriately. • I can follow a visual timetable to make a hot drink safely with adult support.
M9 <i>Toileting skills</i>	<ul style="list-style-type: none"> • I can take my own pants down and urinate by myself. • I can indicate when I need the toilet and when they have finished in a familiar environment. • I can care reasonably well for myself during her period, but may need support.
M9 <i>Washing skills</i>	<ul style="list-style-type: none"> • I can begin to use an electric razor with support. • I can apply soap and rinse it off when washing myself independently. • I can show an awareness of problems with hair such as greasy, dandruff and head lice. • I can cut my nails to an appropriate length recognising the risks. • I can independently wipe my nose when I need to.
M9 <i>Mouth hygiene skills</i>	<ul style="list-style-type: none"> • I can understand the importance of going to the Dentist regularly.
M9 <i>Dressing and undressing skills</i>	<ul style="list-style-type: none"> • I can put on coats, shirts, cardigans, and shoes. • I can begin to use a pincer grip to do up a range of fastenings.