



Orrets Meadow School



# Life Skills and Social Skills Policy

**"To raise the aspirations of every child and give them confidence to fulfil their potential through positive experiences"**

## **Orrets Meadow Curriculum Aims and Values**

### **Aims**

To ensure all our children are at the centre of a broad, varied and interesting learning experience that is enjoyable and relevant for the future. Our creative, multisensory curriculum will create a sense of awe and wonder and help to inspire a lifelong love of learning. The holistic nature of our practice will promote positive mental health and well-being and will enhance our children's life skills, social skills and cultural awareness.

### **Values**

Our curriculum will promote a range of values including:

- Respect
- Empathy
- Responsibility
- Equality
- Independence
- Happiness
- Resilience
- Gratitude
- Honesty
- Friendship

### **Intent**

#### **Purpose of study**

Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace, and there is an increasing emphasis on their value, given that future of the labour market trends towards automation.

The main focus for schools has been on developing children's core academic knowledge and skills in literacy, numeracy, and range of curriculum subjects. However, there are other skills that are increasingly seen as important to children's wider development: 'essential life skills' such as confidence, social skills, self-control, motivation, and resilience. These are the attitudes, skills and behaviours that are thought to underpin success in school and work and include the ability to respond to setbacks, work well with others, build relationships, communicate effectively, manage emotions, and cope with difficult situations. Such skills are often referred to as 'social and emotional skills', 'soft skills', 'non-cognitive skills' or 'character'. Historically they have been seen as distinct from academic knowledge and skills; however this has begun to change. They are increasingly thought to play an important part in learning, as well as contributing to children's wider development, well-being and readiness for life beyond school. When we refer to 'life skills' in this policy, we are referring to these essential life skills – and social skills (although taught discretely at Orrets Meadow) are a part of them. The umbrella of life skills also includes 'functional' life skills which our stakeholders have indicated as a high priority for the children at our school e.g. self-care, dressing skills, eating skills and etiquette, ability to tell the time and an understanding of how and why we use money.

## Aims

Our life skills and social skills curriculum aims to ensure that all pupils improve:

- **Self-perceptions and self-awareness.** These relate to a child's knowledge and perception of themselves and their value, their confidence in their current abilities and a belief in their efficacy in future tasks.
- **Motivation.** This can be characterised as the reasons for which individuals strive towards goals. It includes the belief that effort leads to achievement, distinguishes whether goals are set by other people or by oneself, and the value that is attached to the goal in question, aspiration and ambition.
- **Self-control and self-regulation.** These refer to how children manage and express emotions, and the extent to which they overcome short-term impulsivity in order to prioritise higher pursuits.
- **Social skills.** These describe a child's ability and tendency to interact with others, forge and maintain relationships, and avoid socially unacceptable responses. They cover communication, empathy, kindness, sharing and cooperativeness. They are absent when a child is solitary, shy or withdrawn.
- **Resilience and coping.** These are demonstrated when an individual is able to adapt positively and purposefully in the face of stress and otherwise difficult circumstances. Resilience is not so much an aspect of character as a developmental process – the ability to summon strength when needed and 'beat the odds' of adversity.
- **Independence and community participation.** These include areas of life such as independent living, personal safety and self-care, knowledge and understanding of healthy lifestyles and engagement in community activities and leisure.

## Why are life skills and social skills important?

There is growing evidence that life skills are associated with a range of positive outcomes at school and later in life (Sutton Trust, 2017). Many studies show that non-academic skills in childhood, (including self-control, self-perceptions and social skills), are strong predictors of adult outcomes - including employment, well-being, and physical and mental health. Research shows that having belief in their ability to influence events appears important in shaping a broad range of outcomes such as educational attainment, employment success, socioeconomic status, mental health and wellbeing, and some physical health outcomes. Young children's self-control skills, such as conscientiousness, self-discipline and perseverance can predict their health, wealth and criminal history in later life regardless of IQ or social background. Indeed, some argue that these skills are as important, or more important, than academic skills – and that their importance in the future jobs market is growing. For example, recent research from the United States has argued that there are clear benefits to life skills in the workplace, arguing that jobs requiring high levels of social interaction have grown substantially. A recent report from the Sutton Trust points out that technological trends in the labour market affecting routine occupations mean that the value of interpersonal skills is likely to be even greater as automation takes further hold, and those with the educational background to take advantage will benefit the most. Reinforcing this message, the Confederation for British Industry's (CBI) most recent survey of employers on education and skills found that "businesses are clear that first and foremost they want to recruit young people with attitudes and attributes such as resilience, enthusiasm and creativity. They are not selecting simply on the basis of academic ability." The CBI emphasises the central importance to employers

of young people having a positive attitude and resilience, demonstrated for example by a readiness to take part, openness to new ideas and activities, a desire to achieve, and an understanding that hard work and effort yields results.

Due to the context of our school (SEN with social-communication difficulties) and that our children typically find it more difficult to acquire and develop these skills naturally or at the same pace as neurotypical children, it is perhaps even more important that life skills and social skills are placed amongst our highest priorities.

## **Implementation**

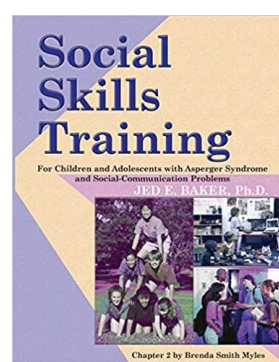
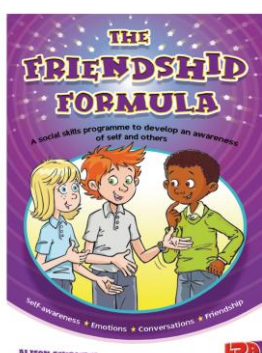
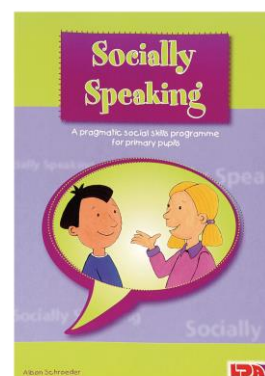
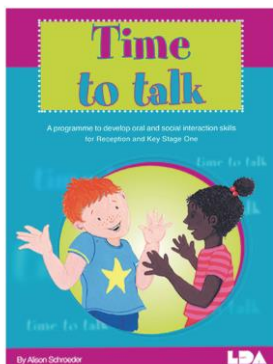
### **When are life skills and social skills taught?**

Each class in school receives one life skills lesson (minimum of 30 minutes) and one social skills lesson (minimum of 40 minutes) per week. The attached overview maps out topics and content and the long-term plan clearly shows the progression of skills across the school.

### **How are life skills and social skills taught?**

Learning is multi-sensory, varied and adaptable and lessons takes place both inside and outside the classroom. There is a focus on making learning fun, practical and relevant. We use a range of reputable evidence-based resources to help deliver the programmes.

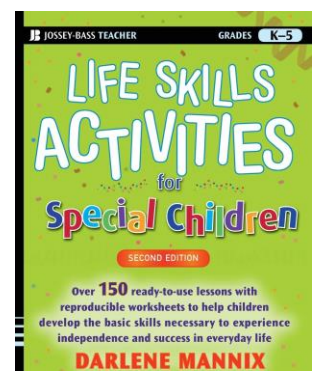
#### Social Skills



Staff use the above programmes as a basis for planning and delivery but are very much encouraged to adapt and innovate to meet the needs of their children. Although most classes will follow progression of skills similar to their curriculum learning pathways (Explorers, Pathfinders, Adventurers), if children are developing at different rates to their classmates then there is flexibility to adapt teaching for individuals or small groups. Lessons are usually scheduled for the start of a week, which allows the class teacher and support staff to bait the skills taught across a range of contexts and evaluate progress throughout the week. The lessons have some common features running through their basic structure e.g. meet and greet, circle time, game, skill development and social skills activity time. Although discrete taught skills are the main focus, the ethos of social skills lessons encourages enjoyment and building positive relationships between children and staff.

## Life skills

Due to the incredibly varied nature of life skills, we use a wide range of resources from trusted sources including:



As with social skills, the detailed planning and delivery of life skills lessons is at the discretion of class teachers (in consultation with SLT). Staff are provided with the medium term objectives which fit within a wider progression of skills, but this needs to be adapted to meet the needs of class groups and individuals. Staff carefully select and use the resources mentioned to plan lessons and follow-up activities for their children. As with social skills, life skills taught are then baited and practised through a wide range of opportunities and contexts. Communication with parents is also vital and opportunities to learn and practise life skills at home are strongly encouraged.

Life skills and social skills lessons both reflect and contribute to the wider SMSC (Social, Moral, Spiritual and Cultural) opportunities of the children at Orrets Meadow. We use a range of teaching and learning styles and place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. Pupils are prompted to consider and express their attitudes and beliefs surrounding the issues and topics studied. We encourage all of our children to take on the moral responsibilities associated with being a proactive and pro-social citizen of any community - whether local or global. We encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, the leading of special events such as assemblies or theme days, or involvement in community activities. We offer children the opportunity to meet visiting speakers, such as health workers, police, and members of the local church, whom we invite into the school to talk about their role in creating a positive and supportive local community. Our children also study aspects of life and culture in other countries, draw comparisons and empathise with others. They evaluate living in a parliamentary democracy and investigate British Values.

### **Access to the curriculum**

All children will have access to life skills and social skills but it is at the class teacher's discretion (in consultation with SLT) how that will be planned and delivered. This ensures that children's individual needs will be met.

### **What do we learn about in life skills and social skills?**

We learn about the following:

- |                              |   |
|------------------------------|---|
| • Personal Care              | ➤ Self-awareness                          |
| • Emotional Literacy         | ➤ Emotions                                |
| • Resilience                 | ➤ Family and Friends                      |
| • Relating Basic Information | ➤ Communication skills                    |
| • Staying Safe               | ➤ Conversations                           |
| • Citizenship                | ➤ Friendship                              |
| • Shopping Skills            | ➤ Appropriate and inappropriate behaviour |
| • Money                      | ➤ Role-play of social settings            |
| • First Aid                  | ➤ Mindfulness and positive mental health  |
| • Time Skills                |   |
| • Public Speaking Skills     |   |
| • Cookery and Eating Skills  |   |
| • Healthy Lifestyles         |   |
| • Animal Care                |   |
| • Jobs and Careers           |   |
| • Community Service          |   |
| • Philosophy                 |   |
| • Transition to High School  |   |



## Who do we learn about in life skills and social skills?

Staff use storytelling to tell narratives with specific themes such as assertiveness, negotiations, and decision making. Stories help children to identify choices they make on a day to day basis and the consequences of making decisions. We also use role play to explore real-life situations and unfamiliar concepts and develop the skills of negotiation, empathy, assertiveness, communication and self-awareness. We learn about a range of people (both real and fictitious) who help to demonstrate the skills listed above, including:



Role-models and future careers



Social stories promoting life skills



Promotion of inter-generational relationships



Promotion of caring attitudes and relationships



Role-models and advocates for mental health







Promotion of physical health and wellbeing





## Life Skills Overview



### Life Skills Overview

Learning Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Explorers	Personal Care	Relating Basic Information	Time Skills	Money	Healthy Lifestyles	Cookery and Eating
	Emotional Literacy	Staying Safe	Shopping Skills Shop Visit	Resilience	Animal Care Visit	First Aid
 Pathfinders	Personal Care	Being a Good Citizen	Time Skills	Speaking Skills	First Aid	Cookery and Eating
	Resilience	Shopping Skills Supermarket Visit	Relating Basic Information	Money Animal Care Visit	Jobs & Careers	Staying Safe
 Adventurers	Personal Care	Being a Good Citizen	Time Skills	Cookery and Eating	Community Service	Philosophy
	Resilience	Money	Helpful Information	Shopping Skills Town shops Visit	Staying Safe	First Aid Animal Care Visit
 Navigators	Personal Care	Money	Shopping Skills	Healthy Lifestyles	Philosophy	Transition
	Resilience	First Aid	Time Skills City Shops Visit	Cookery and Eating Eating Out Visit	Speaking Skills	Jobs & Careers

## Social Skills Overview

Learning Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Explorers	Introducing Ginger Listening Happy or Sad How is Ginger feeling? How are we feeling? Ginger takes her turn	Let's take turns Colouring in Ginger Our bodies Our faces Listen to our bodies Ginger's house	Rooms of the house Which room are we in? Sounds in our house Wake up Ginger Question time First, next and last	Ginger's wardrobe Getting dressed Hanging out the washing Packing the suitcase What am I? Supermarket shopping Where do they go?	Meal time Cooking time Eating out Ginger goes to school Days of the week Let's pretend What do I use in the classroom?	Beside/next to Below/under Behind Over/above In front Obstacle course Teddy bear's picnic
	Eye contact Our bodies Let's keep still Video time Looking interested Let's practise	Let's go shopping Let's be the teacher Joining in conversations Using our voices Myself I am unique Here I am	Review Happiness Sadness Excitement Anger Many emotions	What is a friend? Friendship Vouchers How to make friends Similar interests Keeping friends Friendship awards	Review Telephone calls Messages Answerphone Who do I ring? Emergency	Our café Let's eat Let's order Let's go out Invitations Tea party
 Pathfinders	Rules of the group Things I enjoy Things I am good at My favourite things The inside 'me' Things I have achieved	Being a friend to myself 1 and 2 My family 1 My family 2 Happiness Intensity of happiness	Relaxation Positive emotions Sadness Intensity of sadness Negative Emotions Stress Stressful situations	Stress and the body Listening Eye contact Non-verbal communication Voice Good speaking Conversational topics Maintaining a conversation	Asking questions Conversations Evaluating conversations Friendship survey Shared interests Appreciation Helping Others	Sharing Joining in Compromising Playing games How is your friend? Having fun
	Listening Greetings and introductions Conversation skills Topics of conversation Compliments	Co-operative play Compromising Dealing with winning Dealing with losing	Informal v formal Facts v opinions Positive attention Modesty Appropriate touch Peer Pressure	Recognising feelings Calming strategies Problem solving Dealing with mistakes Understanding anger Trying new things	Trying when work is hard Showing empathy Asserting yourself Dealing with teasing	Giving criticism Accepting criticism Respectful attitude
 Adventurers						
 Navigators						

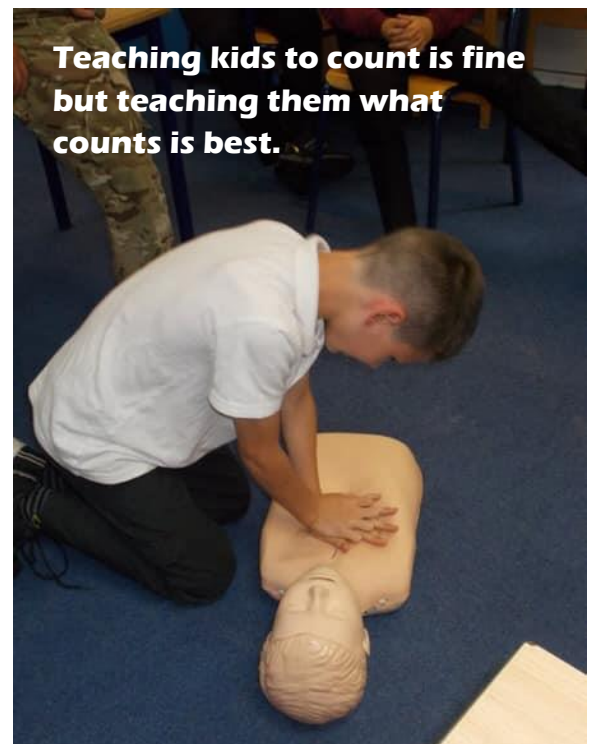




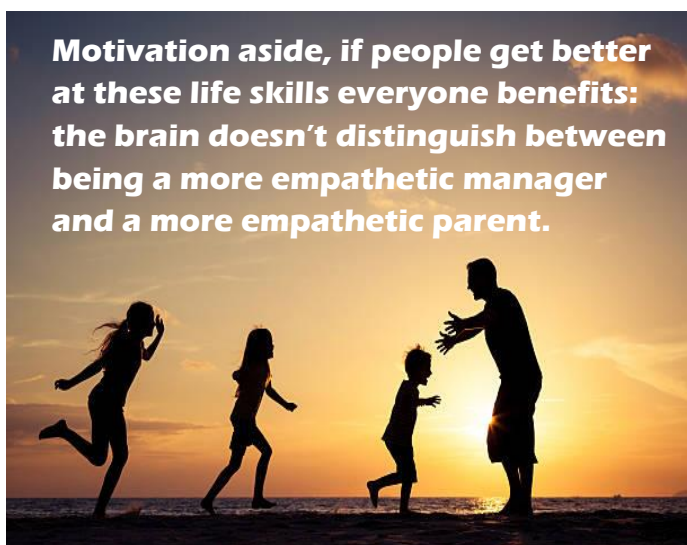
**"In today's world teamwork skills are employability skills" Dr Kagan**



**To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration.**



**Teaching kids to count is fine but teaching them what counts is best.**

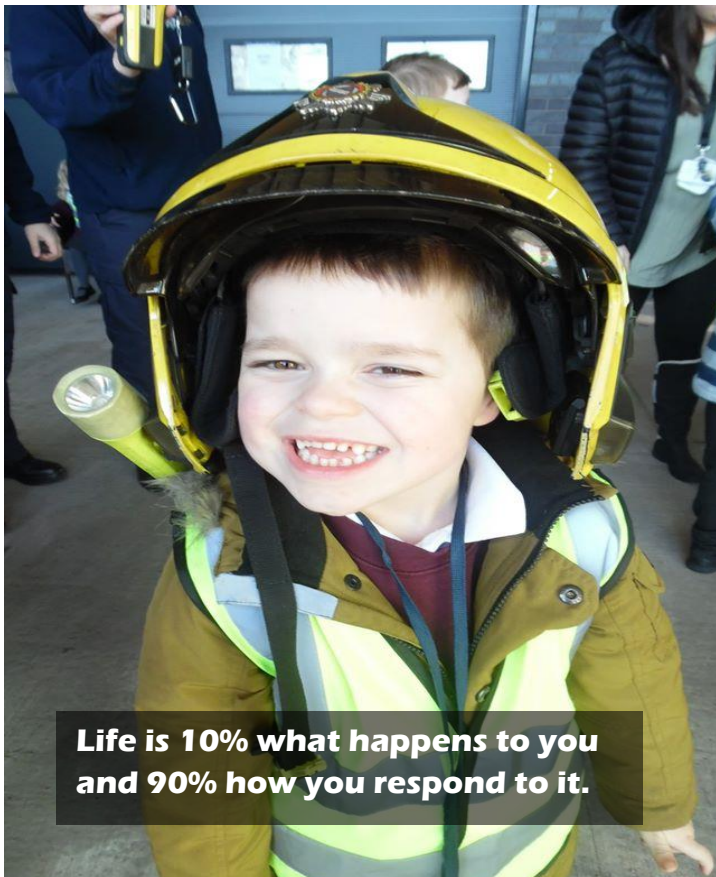
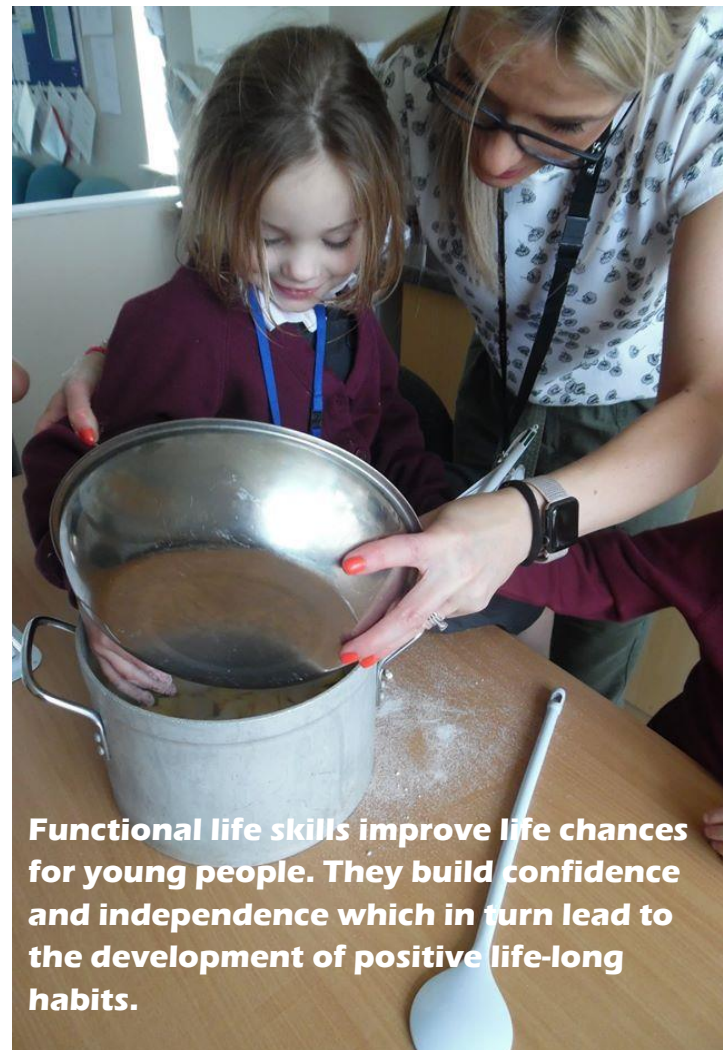


**Motivation aside, if people get better at these life skills everyone benefits: the brain doesn't distinguish between being a more empathetic manager and a more empathetic parent.**



**Social thinking skills must be directly taught to children and adults with ASD. Doing so opens doors of social understanding in all areas of life.**






## Life Skills Progression of Skills Examples




### Life Skills - Personal Care Overview

Learning Pathway	Skills	Resources/Notes
 <b>Explorers</b>	<b>Toileting</b> <ul style="list-style-type: none"> <li>• Use toilet independently in familiar setting</li> <li>• Communicate that they need to use toilet as necessary</li> <li>• Adjust clothing to use toilet</li> <li>• Maintain privacy when using toilet</li> <li>• Adjust clothing when finished using toilet</li> <li>• Wash hands after using toilet</li> </ul>	
	<b>Hygiene</b> <ul style="list-style-type: none"> <li>• Maintain good hand hygiene</li> <li>• Clean face</li> </ul>	
	<b>Dressing</b> <ul style="list-style-type: none"> <li>• Dress self effectively</li> <li>• Co-operate within dressing routine</li> <li>• Match clothing to body part</li> <li>• Put on clothing in correct sequence</li> <li>• Use a range of fastenings on clothing</li> <li>• Tidy clothes away</li> </ul>	



### Life Skills – Shopping Skills Overview 2019-20

Learning Pathway	Skills	Resources/Notes
 <b>Pathfinders</b>	<b>Why we go shopping</b> <ul style="list-style-type: none"> <li>• Understand where money comes from</li> <li>• Give examples of things we might need to buy and where we might buy them (different shop types and locations)</li> <li>• Plan what to buy and which shop type for specific item</li> </ul>	
	<b>When we are shopping</b> <ul style="list-style-type: none"> <li>• Explain what happens when we go shopping</li> <li>• Know what is acceptable behaviour in a shopping environment</li> <li>• Locate items in a shop (or ask for help to locate item)</li> <li>• Pay for items in a shop (with support)</li> </ul>	
	<b>Other</b> <ul style="list-style-type: none"> <li>• I can explain how offers and advertising might affect our choices</li> <li>• Understand we or our parents cannot buy everything we would like</li> </ul>	



## Social Skills – Progression of Skills Examples

### Time To Talk

Session 1	Introducing Ginger	<ul style="list-style-type: none"> <li>auditory memory</li> <li>listening skills</li> <li>small group skills</li> </ul>
Session 2	Listening	<ul style="list-style-type: none"> <li>identifying listening behaviours – recognising them in self and in others</li> <li>small group skills</li> </ul>
Session 3	Happy or Sad	<ul style="list-style-type: none"> <li>identifying listening behaviours – recognising them in self and in others</li> <li>small group skills</li> <li>identifying the emotions happy/sad through facial expressions and posture in own self and in others</li> </ul>
Session 4	How is Ginger feeling	<ul style="list-style-type: none"> <li>identifying listening behaviours – recognising them in self and in others</li> <li>small group skills</li> <li>identifying the emotions happy/sad through facial expressions</li> <li>problem solving – cause/effect with emotions</li> </ul>
Session 5	How are we feeling?	<ul style="list-style-type: none"> <li>identifying listening behaviours – recognising them in self and in others</li> <li>small group skills</li> <li>identifying the emotions happy/sad through facial expressions</li> <li>problem solving – cause/effect with emotions</li> <li>greeting another using eye contact, turn taking answering and asking questions appropriately</li> </ul>
Session 6	Ginger takes her turn	<ul style="list-style-type: none"> <li>identifying listening behaviours – recognising them in self and in others</li> <li>small group skills</li> <li>identifying the emotions happy/sad through facial expressions</li> <li>problem solving – cause/effect with emotions</li> <li>greeting another using eye contact, turn taking answering and asking questions appropriately</li> <li>turn taking</li> <li>eye contact</li> <li>comprehension/expression of verbs</li> <li>initiating language</li> <li>giving/following instructions</li> </ul>
Session 7	Let's take turns	<ul style="list-style-type: none"> <li>identifying listening behaviours – recognising them in self and in others</li> <li>small group skills</li> <li>problem solving – cause/effect with emotions</li> <li>greeting another using eye contact, turn taking answering and asking questions appropriately</li> <li>turn taking</li> <li>eye contact</li> <li>using language to describe another using most important features</li> </ul>
Session 8	Colouring in Ginger	<ul style="list-style-type: none"> <li>identifying listening behaviours – recognising them in self and in others</li> <li>small group skills</li> </ul>

### Socially Speaking

Unit 1 – Let's Communicate		Skills
Session 1	Eye contact	<ul style="list-style-type: none"> <li>greetings</li> </ul>
Session 2	Our bodies	<ul style="list-style-type: none"> <li>eye contact</li> </ul>
Session 3	Let's keep still	<ul style="list-style-type: none"> <li>showing an interest</li> </ul>
Session 4	Video time	<ul style="list-style-type: none"> <li>turn-taking</li> </ul>
Session 5	Looking interested	<ul style="list-style-type: none"> <li>awareness of physical attributes</li> </ul>
Session 6	Let's practise	<ul style="list-style-type: none"> <li>listening</li> </ul>
Session 7	Let's go shopping	<ul style="list-style-type: none"> <li>sitting appropriately and keeping still</li> </ul>
Session 8	Let's be the teacher	<ul style="list-style-type: none"> <li>asking/answering questions</li> </ul>
Session 9	Joining in conversations	<ul style="list-style-type: none"> <li>using the voice effectively</li> </ul>
Session 10	Using our voices	<ul style="list-style-type: none"> <li>compliments</li> </ul>
Session 11	Myself	
Session 12	I am unique	
Session 13	Here I am	
Unit 2 – Let's Be Friends		Skills
Session 14	Review	<ul style="list-style-type: none"> <li>personal target setting</li> </ul>
Session 15	Happiness	<ul style="list-style-type: none"> <li>develop friendships and relationships</li> </ul>
Session 16	Sadness	<ul style="list-style-type: none"> <li>identify own feelings</li> </ul>
Session 17	Excitement	<ul style="list-style-type: none"> <li>understand how others feel</li> </ul>
Session 18	Anger	<ul style="list-style-type: none"> <li>understand how behaviour affects others</li> </ul>
Session 19	Many emotions	<ul style="list-style-type: none"> <li>understand a range of emotions</li> </ul>
Session 20	What is a friend?	<ul style="list-style-type: none"> <li>identify situations which</li> </ul>
Session 21	Friendship Vouchers	
Session 22	How to make friends	

## The Friendship Formula

Unit 1 – Self Awareness		Skills
Session 1	Rules of the group	<ul style="list-style-type: none"> <li>Who am I?</li> <li>What are my interests?</li> <li>What are my likes and dislikes?</li> <li>What are my strengths and weaknesses?</li> <li>What are my personality traits?</li> <li>What have I achieved and what would I like to achieve?</li> <li>How can I be a friend to myself?</li> <li>Who is in my family?</li> <li>What are the personality traits of my family members?</li> </ul>
Session 2	Things I enjoy	
Session 3	Things I am good at	
Session 4	My favourite things	
Session 5	The inside 'me'	
Session 6	Things I have achieved	
Session 7	Being a friend to myself 1	
Session 8	Being a friend to myself 2	
Session 9	My family 1	
Session 10	My family 2	
Unit 2 – Emotions		Skills
Session 1	Happiness	<ul style="list-style-type: none"> <li>Awareness of emotions</li> <li>Appropriate responses of emotions</li> <li>Identifying the optimum level of arousal to be relaxed and calm</li> <li>Identifying stress and anxiety</li> <li>Strategies for achieving the optimum level of arousal</li> <li>Managing and evaluating outbursts</li> <li>Playground support</li> <li>Developing awareness and support of peers</li> <li>Working in collaboration with parents</li> </ul>
Session 2	Intensity of happiness	
Session 3	Relaxation	
Session 4	Positive emotions	
Session 5	Sadness	
Session 6	Intensity of sadness	
Session 7	Negative Emotions	
Session 8	Stress	
Session 9	Stressful situations	
Session 10	Stress and the body	

Unit 3 – Conversations		Skills
Session 1	Listening	<ul style="list-style-type: none"> <li>Conversations – starting, maintaining and ending</li> <li>Good listening</li> <li>Body position</li> <li>Voice – e.g. appropriate volume</li> <li>Gaining attention</li> <li>Conversational topics</li> </ul>
Session 2	Eye contact	
Session 3	Non-verbal communication	
Session 4	Voice	
Session 5	Good speaking	
Session 6	Conversational topics	
Session 7	Maintaining a conversation	
Session 8	Asking questions	
Session 9	Conversations	
Session 10	Evaluating conversations	
Unit 4 - Friendship		Skills
Session 1	Friendship survey	<ul style="list-style-type: none"> <li>Identifying different intimacy levels of friendship</li> <li>Being a good sport</li> <li>Showing interest in others</li> <li>Appreciating others</li> <li>Helping others</li> <li>Sharing</li> <li>Joining in with others</li> <li>Compromising</li> <li>Playing games</li> <li>Identifying emotions in others</li> <li>Having fun</li> </ul>
Session 2	Shared interests	
Session 3	Appreciation	
Session 4	Helping Others	
Session 5	Sharing	
Session 6	Joining in	
Session 7	Compromising	
Session 8	Playing games	
Session 9	How is your friend?	
Session 10	Having fun	



## Impact

### How do we assess and monitor life skills and social skills?

We use the Autism Framework Tracker to track pupil progress in life skills and social skills. Each child has their own individual Autism Framework Tracker booklet which is used throughout their journey at Orrets Meadow School and passed on to their secondary school, to support with transition. The child is given a baseline on entry and then the document is completed on a yearly basis by the class teacher. The data is analysed helping to identify strengths and weaknesses of individual children and of the cohort. It also feeds into the child's Individual Education Plan (IEP).

SLT, teachers and subject leaders use assessment for learning to inform planning, teaching and learning and CPD opportunities. SLT and subject leaders are continuously monitoring their subject to ensure it meets the needs of our pupils. They monitor using a variety of activities, including:

- Learning walks
- Book scrutiny
- Lesson observations
- Pupil survey and discussions
- Staff survey and discussions

We are excited to teach life skills and social skills and know the programmes will positively impact on our pupils' lives both in school and outside of school.



<b>Social communication</b>	<b>Active</b>	<b>Emotional understanding and self awareness</b>	<b>Active</b>
1. Listening and understanding	0 / 46	1. Understanding and expressing own emotions	0 / 14
2. Expressive communication	0 / 59	2. Managing emotions and behaviour	0 / 18
3. Conversations	0 / 14	3. Understanding others' emotions / intentions	0 / 16
		4. Self-awareness	0 / 22
		5. Developing confidence and self esteem	0 / 20
<b>Social interaction</b>	<b>Active</b>		
1. Being with others	0 / 10	<b>Learning</b>	<b>Active</b>
2. Positive relationships (adults)	0 / 29	1. Organisation and independent learning	0 / 50
3. Positive relationships and friendships (peers)	0 / 25	2. Motivation and engagement	0 / 53
4. Group activities	0 / 22	3. School routines and expectations	0 / 29
		4. Evaluating own learning	0 / 25
<b>Social imagination and flexibility</b>	<b>Active</b>		
1. Coping with change	0 / 12	<b>Independence and community participation</b>	<b>Active</b>
2. Transitions	0 / 13	1. Independent living	0 / 58
3. Special interests	0 / 12	2. Personal safety	0 / 35
4. Play	0 / 35	3. Road safety and travel	0 / 40
5. Problem solving and thinking skills	0 / 31	4. Keeping healthy	0 / 30
		5. Personal care	0 / 43
<b>Sensory processing</b>	<b>Active</b>	6. Leisure	0 / 19
1. Understanding and expressing own sensory needs	0 / 11	<b>Additional learning intentions</b>	0 / 10
2. Responding to interventions	0 / 16	Please type students name below:-	
3. Increasing tolerance of sensory input	0 / 7		
4. Managing own sensory needs	0 / 14		

### Progression framework



[Overview](#)

[Charts](#)