



Supporting the Target Setting Process

Guidance for effective target setting for
pupils with special educational needs

✓ Standards and
Effectiveness Unit



Department for
Education and Employment

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Foreword

I am pleased to introduce this publication to support the process of school target setting in special schools and mainstream schools in which there are many pupils with special educational needs.

The Government's Green Paper *Excellence for all Children* and subsequent action programme, *Meeting Special Educational Needs: A Programme of Action*, indicated that the implications for pupils with special educational needs will be addressed explicitly in all policies for raising standards. They also announced the DfEE's intention to fund research and development on target setting in special schools. This publication presents some outcomes of the initial phase of that work and provides guiding principles to support the process of target setting in such schools.

The guidance in Part 1 of *Supporting the Target Setting Process* builds on earlier guidance published by OFSTED, DfEE and QCA in *Effective action planning after inspection: planning improvement in special schools* and *From targets to action*. The performance criteria in Part 2 reflect the professional judgements of teachers in more than 500 schools who provided comment and feedback during their development. The criteria are designed for measuring attainment below national curriculum level 1 and within levels 1 and 2 in English and mathematics, and for measuring pupils' personal and social development.

The guidance and performance criteria provide a basis from which schools can set additional quantitative targets for school improvement. The performance criteria introduce a common structure and language for schools to use when judging pupil performance and also provide a foundation for future possible developments in benchmark and value-added information. The guidance is intended to inspire and support you in setting school targets to raise standards for all pupils.

A handwritten signature in black ink that reads "Estelle Morris". The signature is written in a cursive style.

Estelle Morris

Minister for School Standards

Introduction

As part of the Government's strategy for raising standards in schools, the statutory requirement for schools to set targets for overall pupil performance came into effect in September 1998. The requirement focuses on targeting pupils' achievement in English and mathematics at age 11 and in GCSE examinations at age 16. Schools can also set additional targets that reflect other priorities.

The Green Paper *Excellence for all Children* and the subsequent action programme expressed the Government's commitment that policies for raising standards apply to all pupils. The regulations governing statutory target setting apply to *all* maintained schools in England, including special schools, and require the first targets to be set for achievement in the year 2000, followed by targets set for achievement in each subsequent year.

Many schools have set targets for improved pupil performance for a number of years, and the benefits of that practice, in terms of the progress pupils make and the standards they achieve, have been reported upon by schools. Through legislation the Government is ensuring that all schools participate in the target setting process as a key strategy for raising standards of achievement.

In some schools, including special schools, many pupils' educational needs may be such that targets in addition to the statutory targets are needed to provide focus, direction and pace for school improvement. Such schools may place more emphasis on the setting of effective additional targets and the adoption of appropriate strategies to reach those targets.

This booklet is intended to support schools in the setting of effective additional targets. The booklet is one outcome of a DfEE/QCA project. The development work, carried out by the National Foundation for Educational Research (NFER) between January and November 1998, addressed issues arising from earlier consultation on school target setting. During that consultation, teachers expressed the need for guidance on target setting in special schools and for the development of performance criteria, to better enable the measurement of pupils' attainment below level 1 and at the early national curriculum levels, and as a possible basis for comparing school improvement.

The booklet is in two parts:

- Part 1 explains the school improvement cycle and factors contributing to the setting of effective additional targets;
- Part 2 explains the development and potential use of differentiated scales for assessing pupils' achievement below level 3. The scales were developed with the participation of teachers in over 500 schools.



Part 1

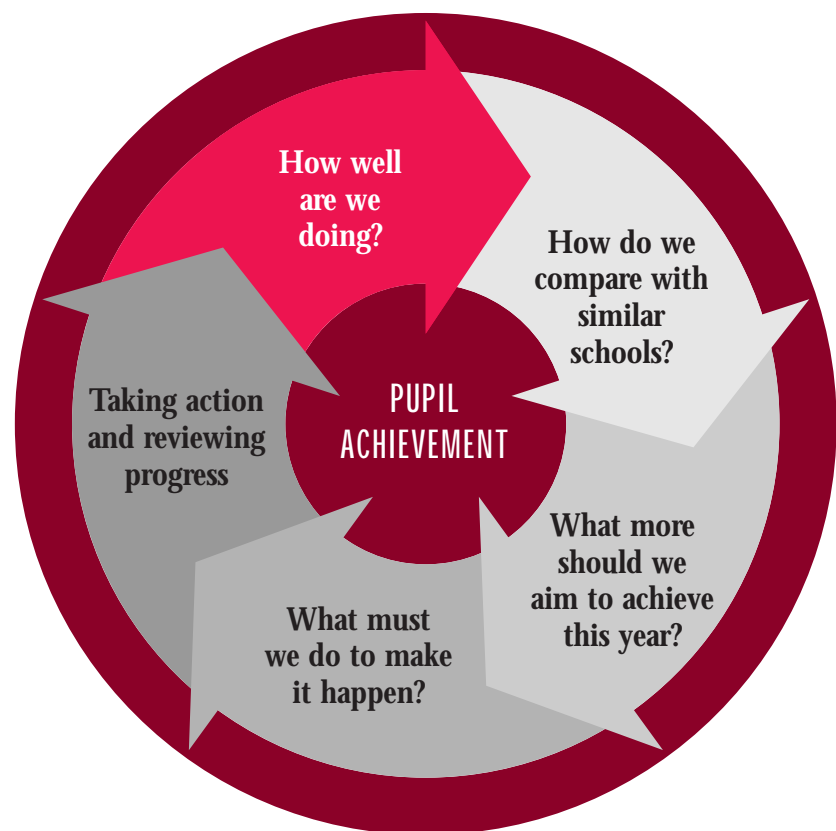
Part 1

School target setting

The school improvement cycle

The benefits of a regular cycle of auditing school performance and planning for improvement have become well known amongst headteachers and governors. The process is being widely adopted as a systematic approach to raising standards of pupils' achievement. The improvement cycle can be summarised in five steps.

The cycle begins with a careful review of the school's performance in the context of pupils' achievements and what other similar schools have achieved. This review leads to identifying areas of work that the school should prioritise and the setting of clear targets for improvement in those areas. Targeting for improvement in this way serves as a focus for action planning, and as a basis for defining success criteria when monitoring and evaluating the effectiveness of the actions that the school has implemented.



A five stage cycle for school self-improvement

There are two important elements in this school improvement process. One is using appropriate measures for overall pupil performance. The other is the setting of targets to be achieved within specified timescales. These key elements ensure that a sharp focus is used to identify and guide the school's future work. In most schools, key stages and expected national standards are suitable timescales and measures for use in setting targets. In schools where many pupils have special educational needs, however, the use of other timescales and measures may be necessary to better guide the pace of school improvement and measure the progress pupils make. Teachers in these schools will want to consider carefully the best measures to use for their particular pupils.

For schools with pupils with severe or complex learning difficulties, setting school targets is not straightforward. In many such schools the targets will fluctuate widely year on year. Nevertheless, they will provide a focus for action. The guidance in this booklet is designed to take schools forward in considering how target setting can support them in raising standards.

Step 1: 'How well are we doing?'

The first step of the school improvement cycle involves teachers in understanding what their pupils have achieved in relation to the curriculum they have been taught. In many schools, the pupils' achievements can be set in the context of similar pupils' achievements in previous years enabling judgements to be made about whether a group of pupils has made similar rates of progress. Key to identifying '*how well are we doing?*' is having in place appropriate standards against which groups of pupils' achievements can be measured, and sensible criteria for the groups of pupils to which those standards apply.

In most schools, national curriculum level descriptions set the standards to use in English and mathematics, and pupils' performances at the end of a key stage is appropriate as a measure of the school's overall performance. In schools where many pupils have special educational needs, however, teachers may want to measure the performance of their pupils in English and mathematics against other, more differentiated, assessment criteria, or in other curricular areas. For example, schools may wish to consider some pupils' achievements in terms of their acquisition of independence skills based on judgements about the frequency of teacher interventions necessary during their learning.

The most important aspect during the first step of the school improvement process is for teachers to ask questions about the school's performance on the basis of what the pupils are achieving. The challenge for schools is to identify the kinds of performance information that are available to show what their pupils are achieving and about which such questions can be asked. For those schools setting school targets for the first time, it may be important to first take stock of how pupils' performance is assessed throughout the school and to consider how the school's assessment criteria, data collection systems, and record keeping can be improved to support this purpose in future years.

Case study 1

Although one school had little data or evidence about pupils' performances, staff were concerned to know whether their expectations of the pupils in the school were low. Targets were set in literacy (especially reading) and mathematics (with a focus on using and applying mathematics) in order to challenge these expectations. Targets were also set for improving pupil attendance. It was stressed that the action plan was, at this stage of development, as important as, or even more important than, the actual targets. The action plan had various strands, including the preparation and implementation of:

- a brochure for parents about attendance
- a school policy on action following pupil absence
- a reward scheme for good attendance
- a policy for celebrating and publishing attendance figures
- a reading policy
- a scheme to promote reading for pleasure
- a reward scheme for reading success

Staff INSET supported the targets for literacy and mathematics. The headteacher pointed out that the fact of setting targets, agreeing them with staff, and making them public to pupils and parents, generated the action plan which itself led to improved teaching and learning. The process of the action planning made staff aware of what the school hoped to achieve and individual teachers took responsibility for their role in fulfilling the targets.

Step 2: 'How do we compare with similar schools?'

The second step in the school improvement cycle is to consider how well the school is doing, shown by its pupils' achievements, in the wider context of the performances achieved by other similar schools. In order to do this, it is necessary to have available information about the performance of similar schools in terms of their pupils' achievements, measured using a common set of performance criteria.

For many schools, the national benchmark information enables like for like comparisons to be made. This information presents the range of performance of similar schools, grouped together on the basis of socio-economic factors and pupils' prior attainment.

The performance criteria used in the national benchmark information is the proportion of pupils achieving the expected national curriculum level, or better, at the end of key stages 1, 2 and 3, and GCSE grades and GCSE/GNVQ points scores at the end of key stage 4. This information enables schools to benchmark their position within the group of schools similar to their own to stimulate the questions *'how do those better*

performing schools achieve what they do?’ and ‘what can we learn from those schools to raise the standards of achievement of our own pupils?’. These are important questions for all schools to ask.

For some schools in which many pupils have special educational needs, for example, schools teaching pupils experiencing emotional and behavioural difficulties or with sensory impairment, the national benchmark information will be useful. For other schools this information may not enable like for like comparisons to be made because of the performance measures used. For these schools the challenge is to identify other schools which share similar characteristics and which use similar measures to assess pupil performance. The scales presented in Part 2 of this booklet can be adopted as a common measure to enable schools to profile their pupils’ performance and compare this with other schools.

In some areas, special schools are already working together to agree the use of common performance criteria for comparing pupils’ progress. They have identified the groups of pupils and curricular areas to use as a basis for comparisons. They are beginning to share school performance information enabling them to identify schools where good practice exists from which other schools might benefit. LEAs have an important role to play in helping these schools to establish this kind of performance data framework.

Case study 2

In several LEAs, the challenge of comparing performance and setting targets has prompted groups of special schools, sometimes working on their own and sometimes led by a relevant adviser, to meet and share ideas about the nature of their pupils’ needs; the overall profile of needs at the school; the priorities within the curriculum; and measures used to assess attainment and progress. Schools involved are generally very positive about this collaboration.

This has led several LEAs working with schools in their areas to develop common assessment scales. Some are planning from early in 1999 to collect data from their schools using the scales presented in Part 2 of this booklet. The purpose of this data collection is to begin the process of providing for their schools comparative information on pupils’ progress.

One authority is expanding the scales in Part 2 of this booklet to provide even more finely differentiated criteria within P1 to P3, in particular to support the use of the scales for pupils with profound and multiple learning difficulties.

Step 3: 'What more should we aim to achieve this year?'

Setting targets for improved pupil performance is crucial in the school self-improvement cycle. Targets drive school improvement and provide impetus to challenge complacency. This is at the heart of the Government's legislation requiring all schools to set targets for pupils aged 11 and 16.

The statutory requirements are for schools to set targets for:

- 11-year-old pupils expressed as the proportion of pupils achieving level 4 or better in English and mathematics at the end of key stage 2;
- 16-year-old pupils expressed as the proportion of pupils gaining –
5 or more A*-C grades at GCSE or equivalent;
1 or more A*-G grades at GCSE or equivalent; and
the average GCSE/GNVQ points score per pupil.

These statutory targets are to be set during each autumn term for achievement five terms later, and, for schools with more than ten pupils in the relevant cohort, published in the school's annual governors' report to parents. More detailed advice on statutory target setting can be found in DfEE circular 11/98, *Target setting in schools*.

The statutory targets apply to all schools; however, all schools, including special schools and schools in which many pupils have special educational needs, can set additional targets that reflect relevant priorities. These additional targets can also be published in the school's annual governors' report to parents.

To be effective, targets for school improvement, statutory or otherwise, need to be **SMART** targets. This means they should be **Specific, Measurable, Realistic and Achievable**, and set against an appropriate **Timescale**.

Specific targets

Teachers working with pupils with special educational needs are familiar, through the use of Individual Education Plans (IEPs), with setting specific targets for individual pupils. Targets in IEPs are set to help meet an individual pupil's priorities and may address basic skills, aspects of behaviour or study skills. Given this purpose, any commonality between targets in IEPs is by chance rather than intention; given the function of an IEP, this is to be expected. School targets are set to drive school improvement and are therefore different from targets in IEPs. The aggregation of targets in IEPs alone will not provide a sound basis for ensuring school improvement and raising standards across the curriculum.

Analysing pupil performance as part of the annual cycle of school improvement enables teachers to identify specific areas of work in the school which could be improved. For example, analysis may reveal that pupils, or groups of pupils, in the school make better gains in communicating than early number skills, in which case the teaching of early number skills needs to be targeted for improvement. Through professional discussions and the sharing of judgements about the

effectiveness of current teaching practices in the school, the target can be refined to identify more specifically the particular elements of mathematics teaching for improvement.

Case study 3

One school, just embarking on target setting, focused on the statutory curriculum areas and decided to set targets for its year 6 pupils for:

- the percentage of pupils attaining level 2 or above in English
- the percentage of pupils attaining a combined reading and spelling age of 7.0 or more
- the percentage of pupils attaining level 2 or above in mathematics

For pupils in year 11, the school considered what external accreditation might be offered at key stage 4 and drew up a framework for data collection – and subsequent target setting – around this. The framework includes the percentage of pupils attaining grades at various levels in English in the Certificate of Educational Achievement, and in the Royal Society of Arts tests in numeracy skills, communication skills, personal skills and vocational skills.

Measurable targets

The first two steps of the school improvement cycle explained the importance of having appropriate measures for pupil and school performance. Like statutory targets, SMART additional targets will be measurable, and reflect the criteria used for measuring pupil performance.

Having identified and agreed the aspects of teaching and learning to target for improvement, teachers will need to make judgements about translating teaching practice into gains in pupils' performances in the future. This involves deciding what more pupils will achieve when more successful teaching practices are implemented, over and above what they would be expected to achieve given current teaching practice. Those outcomes are the school's measurable targets.

It is for schools to decide how many targets to set. For many schools which are setting targets for the first time, it is likely that setting two or three targets is sufficient to focus a school's priorities.

Case study 4

One mainstream school with a large number of pupils with special educational needs set targets for pupils at key stage 3 and key stage 4 in a number of areas in the curriculum. The example below shows the target, the level achieved and the new target for the following year.

Key issue	Target	Achieved	New target
KS4 exams	<ul style="list-style-type: none"> 80% pupils will achieve 1 or more GCSEs 20% pupils will achieve 5 or more GCSEs 100% pupils will achieve a public accredited exam 	<p>100%</p> <p>28%</p> <p>100%</p>	<p>same</p> <p>30%</p> <p>same</p>
literacy & numeracy	<ul style="list-style-type: none"> At KS4, 100% pupils will score an average of 80% on spelling and times table tests At KS4 90% pupils will register a reading age of 11+ At KS3/4 100% pupils will reach point 30 on the school's literacy checklist 	<p>78%</p> <p>75%</p> <p>92%</p>	<p>same</p> <p>same</p> <p>100% will reach point 35</p>
attendance	<ul style="list-style-type: none"> 100% achieve 87% or better attendance 	83%	the school will achieve an overall attendance figure of 90%
behaviour	<ul style="list-style-type: none"> 95% of pupils each week will receive reward 	achieved 82% of the time	same
work experience	<ul style="list-style-type: none"> 50% of pupils qualify for Trident Gold award 	57%	60%
leavers	<ul style="list-style-type: none"> 80% of pupils achieve further education or employment six months after leaving the school 	83%	same

Another school was focusing on specific parts of different curriculum areas. For example, within English, it had set the following targets, related to broad age group cohorts:

- every primary phase student will learn 25% of the words on the school's high frequency word list
- every middle phase student will learn 33% of the words on the school's high frequency word list
- every senior phase student will learn 50% of the words on the school's high frequency word list

Achievable and realistic targets

Special schools and schools with many pupils who have special educational needs, will want to set additional targets that closely reflect their pupils' performance priorities, as well as reflecting the national priorities of literacy and numeracy. For some schools this will mean setting targets for particular year groups. For other schools, it will mean setting targets for particular groups of pupils, for example those with profound and multiple learning difficulties.

As is the case for the statutory targets, a school's additional targets should focus on pupil learning outcomes. Schools can express these outcomes using other measures than the level descriptions set out in the national curriculum. For pupils working at the lower levels of English and mathematics or for pupils' personal and social development, a school's additional targets could be expressed using some of the differentiated performance criteria presented in Part 2 of this booklet.

Case study 5

Schools may use the scales presented in Part 2 to set targets couched in terms such as:

- numbers or percentages of children who reach a particular level in a given curriculum area
- numbers or percentages of children who progress through a certain number of levels in a given curriculum area

Examples of such targets for pupils with moderate learning difficulties are:

- two thirds of children at the end of the year when they become 7 achieve P8 in mathematics
- three quarters of children progress over two years through at least one point on the reading scale

Timed targets

Having identified targets and how they will be measured, it is important to set realistic timescales for when the school will reach these targets.

The timescales chosen will depend on the nature of the target, the needs of the pupils and what action is necessary for the school to take. Additional targets can be set for achievement over a term, a year or longer. The key to this element of target setting is to set a timescale that will provide the optimum effect in terms of pupils' achievements. Targets should be set against timescales that both maintain impetus and are sufficient for new teaching strategies to take effect. Many schools setting targets for the first time may find it helpful to use the same timescale as in the statutory targets.

Steps 4 and 5: 'Taking action'

Having analysed the school's performance and set targets for school improvement, the final two steps in the improvement cycle present the same challenges for all schools.

Sooner rather than later, schools need to move from reviewing performance to taking action. Sharing an agreed picture of the school's performance and with clear targets for improvement, discussions in the school should turn to action planning. Action plans identify what is needed to achieve the targets, including the important changes that need implementing and how the action plan is to be supported with resources and staff development. Taking action will involve identifying tasks which may themselves be 'process targets', such as improving accommodation or integration opportunities. These will contribute to the school's ability to meet its performance targets. It is important to put in place effective strategies to monitor and evaluate gains in pupils' performance as the new teaching practices take effect to ensure that the school is on course for the target. If it is not, practice will need modifying.



Part 2

Part 2

Differentiated performance criteria

The performance criteria in this booklet provide descriptions of attainment leading to level 1 and within levels 1 and 2 of the national curriculum.

The criteria have been developed to support schools by providing a common basis for measuring the progress of pupils for whom the early levels of the national curriculum are not appropriate. Schools who do not already have a means of effectively setting school targets may wish to make use of these scales to set additional targets. In time, wider adoption of the criteria by schools could lead to a framework of common performance measures for benchmark information and the calculation of value added measures for pupils working at these levels.

The performance descriptions have been written for use with pupils of all ages and with a range of special educational needs. The descriptions are not a full description of all that pupils might achieve. They are intended to provide a framework on to which the progress of pupils, measured using the school's own assessment scheme, can be mapped. The descriptions do not replace the more finely tuned assessment schemes used for detailed individual assessments and curriculum planning by many schools. Rather, they complement those schemes by providing a common basis for comparing performance between pupils and schools.

In early 1998, QCA/DfEE commissioned NFER to produce a first draft of the criteria through consolidating the best elements of the range of widely used assessment schemes available to teachers of pupils with special educational needs. The first draft was revised following initial consultation with a small group of schools, and resulting drafts were further refined following wider consultation, eventually with all special schools in England, and a number of mainstream schools. The criteria in this booklet culminate from the views and expertise of teachers in over 500 schools.

The review of the national curriculum, currently taking place, may result in the amendment of some level descriptions from September 2000. In view of this, the performance criteria in this booklet will be kept under review to ensure they complement the level descriptions of the national curriculum. Should changes be contemplated, any revision of these criteria will be subject to consultation with teachers of pupils with special educational needs.

Structure of the performance criteria

There are three scales of performance criteria in each of language and literacy, mathematics and personal and social development. Each of the scales in language and literacy and mathematics has:

- eight descriptions that lead to level 1 of the national curriculum, termed P1 to P8;
- three differentiated descriptions within each of level 1 and level 2 of the national curriculum, termed 1C, 1B, 1A and 2C, 2B and 2A.

The scales in personal and social development have the same number of performance criteria as the scales in language and literacy and mathematics. As there are no national curriculum level descriptions in personal and social development, these descriptions are numbered 1 to 15 (ie 1 to 8 instead of P1 to P8, and 9 to 15 instead of 1C, 1B, 1A, 2C, 2B, 2A and 3). Development of these scales has linked with work on Entry Level Qualifications.

The first three descriptions are the same in each scale as they describe early development which is common across areas of the curriculum. P8 reflects the performance described in the current Desirable Outcomes.

This booklet does not contain the 1C, 1B, 1A, 2C, 2B, 2A and 3 descriptions in the three mathematics scales. These will be published in March 1999 when the *Framework for teaching Mathematics* is sent to schools. This framework is to support the implementation of the National Numeracy Strategy from September 2000.

The elements of the criteria are:

- **language and literacy**
 - reading
 - writing
 - speaking and listening
- **mathematics**
 - number
 - using and applying mathematics
 - shape, space and measures
- **personal and social development**
 - interacting and working with others
 - independent and organisational skills
 - attention

The diagram on the next page shows the framework of descriptions in each scale.

Using the performance criteria

The performance criteria in this booklet are designed for use by teachers when making summative assessments. They are not intended for use by teachers when making day-to-day assessments of their pupils' progress. Teachers will continue to use their own systems for recording the details of each pupil's progress.

The performance descriptions are intended for use in the same way as the level descriptions of the national curriculum. Teachers should make rounded judgements about their pupils' attainment to apply a 'best fit' judgement. For a pupil to be judged to be working at a particular level does not necessarily mean that the pupil will demonstrate every aspect described. Some pupils will not demonstrate all aspects described for a particular level, but may demonstrate performances described in higher level descriptions. Some pupils may require help or support, such as that provided through special arrangements for national curriculum assessment, in order to be able to demonstrate their attainments.

Since the scales are intended for summative assessment, an appropriate time to use the scales may be at the end of a key stage. This would allow greater scope for making rounded teacher assessment judgements. In some schools, however, given the pupils' particular needs, teachers may wish to map pupils' performances on to the scales more frequently, for example, at the end of each year. When to use the criteria is a matter for schools to decide.

The performance criteria for each scale are set out on pages 26-41. Pages 20-24 contain some examples of judgements made by teachers using the scales. The examples show that the descriptions can be used to map the attainments of pupils of varying ages and with a wide range of special educational needs. Where there is no reference to mathematics, attainment is within the main national curriculum 8 level scale.

DfEE and QCA will work with schools and LEAs to monitor how the scales are used and how data can be collected to inform school improvement.

Pupil portraits

Chris

Language and literacy

Reading: P8

Writing: P6

Speaking and listening: 1A

Year 6: Chris is both ambulant and verbal. He has fine and gross motor difficulties, but works hard to overcome these. He is registered blind, but uses what vision he has well. He expresses himself well and has good comprehension. He has a good concept of number and recognises and names all letters of the alphabet. He reads numbers up to 100. Chris uses the word processor, with an adult spelling out words for him, to write. He has good recall in science and history and understands many scientific concepts.

Chris is independent in all self-help skills. He can argue his point and negotiate with others. He has a good sense of logic.

Linda

Language and literacy

Reading: P1

Writing: P1

Speaking and listening: P1

Mathematics

Number: P1

Using and applying: P1

Shape, space and measures: P1

Year 10: Linda has profound and multiple learning difficulties. She has no independent movement and no easily recognised form of communication. When sitting in her wheelchair Linda is remote and difficult to motivate; however, when in close contact with adults, she appears reassured and makes reciprocal sounds to the attentive adult.

Linda does not hold objects and has overriding medical needs. She suffers frequent epileptic seizures and sleeps frequently during the day.

Joanne

Language and literacy

Reading: 2C

Writing: 1A

Speaking and listening: 2B

Personal and social development

Interacting and working with others: 11

Independent and organisational skills: 10

Attention: 11

Year 4: Joanne has learning difficulties which are compounded by distractible and inattentive behaviour at school. She can count and recognise numbers to 100 and can add and subtract numbers to 100 using tens and units. She recognises colours and shapes and enjoys painting. Her pencil control has improved, her writing is now legible and she can produce a short piece of creative writing.

She has an extensive sight vocabulary and can use some phonic strategies to help her read unfamiliar words. She is still somewhat immature and can be easily distracted. She displays some attention-seeking behaviour which can disrupt the classroom.

James

Language and literacy

Reading: P3

Writing: P3

Speaking: P3

Listening: P4

Mathematics

Number: P4

Using and applying: P4

Shape, space and measures: P4

Personal and social development

Interacting and working with others: 4

Independent and organisational skills: 3

Attention: 4

Year 9: James demonstrates severely autistic behaviours. He shows stereotypical movements such as spinning, twiddling, walking high on tip toes, etc. If distressed he will head butt people on their arms or legs, pull hair and pinch. James had no expressive language until very recently. He now makes many babbling, nonsensical sounds but does not use them for communications, more for self comfort. Within the last year he has been making specific sounds for communication, eg 'pink' for drink. His level of receptive language is higher than his expressive language.

He can follow through one step instructions such as 'put your shoes on', but does not understand concepts of colour, number, size etc. Written words seem to be meaningless to him. He does not draw with any purpose.

James has poor fine motor control. He can screw and unscrew things. His gross motor movements are jerky and poorly controlled. He walks with a lunge and swing of his arms. He also flicks his head. He enjoys bike riding, swimming and using the trampoline and swings.

James can amuse himself by doing puzzles, looking at books and listening to music. He can feed himself but needs help to prepare food. He can dress himself with support.

Mark

Language and literacy

Reading: 2C

Writing: P6

Speaking and listening: 1C

Personal and social development

Interacting and working with others: 5

Independent and organisational skills: 10

Attention: 6

Year 4: Mark's difficulties are complex and relate to problems associated with communication and speech. Mark also experiences difficulties with social interaction, concentration span, appropriate behaviour and learning new or unfamiliar material.

Mark's motor skills are slightly delayed. His distractibility and understanding of what is expected of him in the classroom situation, means he is very difficult to teach. Mark is anxious and easily upset by new situations. He can also become over excited and uncontrolled.

Mark has an excellent memory and listens well to stories. He knows the whole alphabet phonetically and is making good progress with his reading. Mark can write his name independently and will rote count to 100. Mark can use standard time with some success and understands the concepts of biggest and smallest. He recognises geometric shapes, cylinders and cuboids.

Lisa

Language and literacy

Reading: 3

Writing: 2A

Speaking and listening: 3

Personal and social development

Interacting and working
with others: 15

Independent and
organisational skills: 14

Attention: 15

Year 6: Lisa has complex special educational needs. She has more recently been diagnosed as having Asperger's Syndrome. In the past her difficulties with language and communication have led her to under-achieve educationally and have contributed to severe social and behavioural problems.

At present she is making good progress with her literacy skills and general academic achievements. Her reading is now age-appropriate. She is close to achieving level 3 in all national curriculum subjects and has the potential to reach higher levels, particularly in English and science.

She still has social and behavioural problems. A major difficulty in this area is that she is still very self-centred. She finds it difficult to look at events from a viewpoint other than her own although she has shown improvement in this area with a reduction in disruptive or attention seeking behaviour.

Brian

Language and literacy

Reading: 3

Writing: 2B

Speaking and listening: 2B

Personal and social development

Interacting and working
with others: 12

Independent and
organisational skills: 10

Attention: 11

Year 8: Brian is described as pleasant but lively. He has moderate learning difficulties but has made, and continues to make, steady educational progress. He has developed some skills and the ability to learn tasks by rote but these strengths mask his difficulty in understanding information and concepts. He has, for example, developed an extensive sight vocabulary but his comprehension skills are comparatively limited. His motor development has been assessed as delayed but he no longer receives physiotherapy input. His language development has also been delayed, he has received speech therapy in the past and his language is still being monitored.

His behaviour can be rather boisterous and excitable on occasion, for example, calling out in class. He is sometimes defiant and easily led. Difficulty in understanding what is said to him may underlie his failure to follow instructions and he has limited attention span. He has strengths on the artistic side eg, painting, drawing and model making.

Amjit

Language and literacy

Reading: P6

Writing: P6

Speaking: P6

Listening: P6

Mathematics

Number: P5

Using and applying: P5

Shape, space and measures: P5

Personal and social development

Interacting and working with others: 8

Independent and organisational skills: 10

Attention: 9

Year 2: Amjit has cerebral palsy affecting all four limbs, and associated learning difficulties. He communicates through limited vocalisation which can be understood by those who are familiar with him. He can recognise an extensive range of symbols and these are used in a communication book which helps to clarify what is being said. Amjit shows good social and personal skills and is developing his appropriate use of expressive language including the use of What? When? Why? and Where? Amjit can consistently recognise his own name and some others in the class. He can receptively recognise some of the early reading words. He can listen attentively to a 10-15 minute story and is able to predict and retell key events. At present Amjit is unable to rote count consistently to 10 or to count simple objects. He can receptively recognise simple 2-D shapes and is developing his mathematical language. Amjit is a very social pupil who responds well to group work and discussions but finds concentrating on 1-1 learning difficult.

He is unable to hold a pen without hand over hand support.

Roger

Language and literacy

Reading: P8

Writing: P8

Speaking: P7

Listening: P6

Mathematics

Number: P8

Using and applying: P8

Shape, space and measures: P8

Personal and social development

Interacting and working with others: 7

Independent and organisational skills: 9

Attention: 7

Year 2: Roger has sickle-cell anaemia. His illness has affected his attendance and progress at school. He has a dual placement between a special school and a mainstream primary. He attends both for 2.5 days and has 1-1 support in the mainstream setting. Roger has a developing vocabulary and has shown good expressive language in certain circumstances when talking to peers. Roger often declines conversation or response to adult conversation. He shows poor concentration in group situations and copies other children's responses, however nonsensical. Roger is developing his early writing skills and can write simple words and his name. He does have spatial and perceptual difficulties which means that he struggles to write letters and numerals correctly. Roger can rote count to 50 and recognise and order numbers to 20. He can add one more mentally and add and subtract simple sums using concrete objects with direction. Roger enjoys playing with other pupils but shows no awareness of the effect of his actions both on himself or others.

Language and Literacy

Reading

Early development

P1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, eg startle response.

P2 Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, eg protesting or requesting, using facial expression to enhance meaning.

P3 Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Early reading

P4 Pupils show some awareness that particular stories are linked with particular books, pictures, signs or symbols of sequencing. They listen and respond to familiar stories. They respond to sharing books with another. They may join in with the retelling of a repetitive or familiar story. They show some understanding of how books work, eg turning pages, looking at or holding book the right way up.

P5 Pupils match objects to pictures to symbols. They select a few words, signs or symbols with which they are particularly familiar. They derive some meaning from text/symbols/signs presented in a way familiar to them. They show curiosity about content at a simple level – eg, they may answer basic two key-word questions about the story.

Reading

P6 Pupils can select and recognise print, signs or symbols (written or computer-generated) associated with their own name and familiar spoken words, actions or objects. Pupils anticipate words, phrases, signs and symbols and recognise when a significant word or symbol or sign is omitted in familiar stories. They show an interest in stories and can link a narrative sequence with the pages of a particular book or a display on a computer screen.

P7 Pupils show an interest in the activity of reading, in their preferred mode of communication. They distinguish between print and pictures in texts.

They predict words, signs, symbols and phrases in a narrative sequence. They can recognise some letters by shape and sound. They are aware of the conventions of presentation in their preferred mode of communication, eg left to right orientation, top to bottom, page following page.

P8 Pupils enjoy books and handle them carefully, understanding how they are organised. They know that words, signs, symbols and pictures carry meaning and that, in English, print is read from left to right and from top to bottom. They begin to associate sounds with patterns in rhymes, with syllables, and with words, signs, symbols and letters. They recognise their own names and some familiar words, signs or symbols. They recognise letters of the alphabet by shape and sound.

1C Pupils can recognise familiar words, signs or symbols in simple texts. They identify initial sounds in unfamiliar words. They can establish meaning when reading aloud simple sentences, sometimes with prompting. They express their response to familiar texts by identifying aspects which they like and dislike.

1B Pupils can read a range of familiar words, signs or symbols and identify initial and final sounds in unfamiliar words. With support, they use their knowledge of letters, sounds and words to establish meaning when reading aloud. They respond to events and ideas in poems, stories and non-fiction.

1A Pupils use their knowledge of letters, sounds and words to read simple texts with meaning. They comment on events or ideas in stories, poems and non-fiction.

2C Pupils read most of a simple unfamiliar text independently and use different strategies (phonic, grammatical and contextual) in reading unfamiliar words. They read from word to word, or sign to sign, or symbol to symbol and may need support to establish meaning. They show understanding of texts, recount the main events or facts with support and comment on obvious features of the text, eg good/bad characters.

2B Pupils' reading of simple unfamiliar texts is almost entirely accurate and well paced, taking some account of punctuation. When reading unfamiliar words or symbols they combine a range of strategies (phonic, graphic, grammatical and contextual) to establish meaning. They show understanding of texts by commenting on features such as plot, setting, characters and how information is presented.

2A Pupils read simple unfamiliar texts accurately. Their independent reading shows they can read ahead and make use of expression and intonation to enhance meaning. In responding to stories, they identify and comment on the main characters and how they relate to one another. They express opinions about events and actions and comment on some of the ways in which the text is written or presented.

3 Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

Language and Literacy

Writing

Early development

P1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, eg startle response.

P2 Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, eg protesting or requesting, using facial expression to enhance meaning.

P3 Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Early writing

P4 Pupils make marks or symbols in their preferred mode of communication and are beginning to show an awareness that marks or symbols convey meaning, eg generating a symbol from a selection on a computer, painting/drawing/making a mark on paper.

P5 Pupils produce some meaningful print, signs or symbols associated with their own name or familiar spoken words, actions or objects. They can copy under/over a model.

Writing

P6 Pupils differentiate between letters or symbols. They attempt to communicate meaning by producing words or symbols. They produce some recognisable letters or symbols and show some skills necessary for this, eg writing or generating on the computer the first letter of their name.

P7 Pupils show an awareness of the way in which symbols and words can be sequenced. They produce letters, words and/or symbols, relating to familiar objects and their own name and have a small repertoire of these words or symbols which they produce as required (using, for example, pens, keyboard strokes, switches).

P8 In their writing pupils use pictures, symbols, familiar words and letters, to communicate meaning, showing awareness of the different purposes of writing. They write their names with appropriate use of upper and lower case letters or appropriate symbols.

- 1C** Pupils produce recognisable letters and words or symbols to convey meaning. Some commonly used letters are correctly shaped but may be inconsistent in their size and orientation. Some of their writing may still need to be mediated to be understood.
- 1B** Pupils structure some phrases and simple statements using recognisable words to communicate ideas. Their writing can generally be understood without mediation. They begin to show an understanding of how full stops are used. Most letters are clearly shaped and correctly orientated.
- 1A** Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary and some words are spelt conventionally. Letters are clearly shaped and correctly orientated. Pupils make some use of full stops and capital letters.
- 2C** Pupils' writing communicates meaning beyond a simple statement. It shows some characteristics of narrative or non-narrative writing but the form may not be sustained. Individual ideas are developed in short sections. The vocabulary is appropriate to the subject matter, with some words used effectively. Overall, the writing draws more on the characteristics of spoken language than on those of written language. Pupils compose sentences and use some punctuation to demarcate these appropriately. Some common words are spelt correctly and alternatives use phonic strategies with some recall of visual patterns. Handwriting is legible despite inconsistencies in orientation, size and use of upper and lower case letters.
- 2B** The writing communicates meaning using a narrative or non-narrative form with some consistency. Sufficient detail is given to engage the reader, and variation is evident in both sentence structure and word choices, which are sometimes ambitious. The organisation reflects the purpose of the writing, with some sentences extended and linked through connectives other than 'and'. There is evidence of some sentence punctuation. In spelling, phonetically plausible attempts reflect growing knowledge of whole word structure, together with an awareness of visual patterns and recall of letter strings. Handwriting is clear, with ascenders and descenders distinguished, and generally upper and lower case letters are not mixed within the word.
- 2A** The writing communicates meaning in a way which is lively and generally holds the reader's interest. Some characteristic features of a chosen form of narrative or non-narrative writing are beginning to be developed. Links between ideas or events are mainly clear and the use of some descriptive phrases adds detail or emphasis. Growing understanding of the use of punctuation is shown in the use of capital letters and full stops to mark correctly structured sentences. Spelling of many monosyllabic words is accurate, with phonetically plausible attempts at longer, polysyllabic words. Handwriting shows accurate and consistent letter formation.
- 3** Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately and are beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.

Language and Literacy

Speaking and listening

Early development

P1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, eg startle response.

P2 Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, eg protesting or requesting, using facial expression to enhance meaning.

P3 Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Speaking/expression

P4 Pupils communicate by making representational sounds including when playing with objects and responding to songs, rhymes and music. They use a range of single words, gestures, signs or symbols for familiar objects and actions. They repeat, copy or imitate words/signs/symbols or phrases.

P5 Pupils are able to combine at least two ideas or concepts. They can combine two to three words, signs or symbols together to communicate meaning to a range of listeners, eg 'more drink'.

P6 Pupils use clear words, gestures and/or signs to enhance and clarify communication. They use facial expression and intonation to enhance meanings. They use phrases with up to 3 key words/signs/symbols to communicate simple ideas, events or stories to others. They ask simple questions to obtain information.

P7 Pupils use phrases and statements to communicate ideas, and to recount events or experiences, sometimes adding new information beyond what is asked. They contribute appropriately one-to-one and in small group situations, including role-play.

P8 In small and large groups, pupils communicate about their ideas and experiences, combining up to 4 key words. They use a growing vocabulary to convey meaning to the listener. They make up their own stories and take part in role-play with confidence.

Listening/comprehension

- P4** They are able to follow simple instructions in familiar situations which contain one key word/sign/symbol. They show an understanding of names of familiar objects.
- P5** They are to be able to attend to and respond to others, demonstrating an understanding of simple questions about familiar events or experiences. They are able to follow a range of messages or instructions containing 2 key words/signs/symbols.
- P6** They listen and are able to respond to messages or instructions containing 3 key words/signs/symbols. They respond appropriately to others in a small group.
- P7** They listen to and follow stories, and messages and instructions. They listen and respond in one-to-one and small group situations, with a minimum of adult support.
- P8** In small and large groups, pupils listen attentively. They listen and respond to stories, songs, nursery rhymes and poems. They listen to and respond to messages and instructions containing 4 key words.

Speaking and listening

- 1C** Pupils communicate about matters of interest in familiar settings. They understand and respond appropriately to straightforward comments or instructions directed at them. They convey meanings, including some relevant details to a range of others.
- 1B** Pupils communicate clearly about matters of interest to individuals and groups. They follow what others say and respond appropriately to straightforward comments. They convey meaning, making what they communicate relevant and interesting to the listener.
- 1A** Pupils communicate clearly about matters of interest, taking turns in a range of situations and groups. They follow what others say and usually respond appropriately. They convey meaning, sustaining their contribution and the listeners' interest.
- 2C** Pupils communicate on topics of interest with people they know and include some details the listener needs to know. They express ideas using an appropriate vocabulary. They show by their direct responses that they listen.
- 2B** Pupils communicate on different topics with people they know, explaining details the listener needs to know. They develop ideas using more varied expressions. They show they are listening by commenting on what they have heard.
- 2A** Pupils communicate on a range of topics, sometimes with people who are unfamiliar to them, including relevant information the listener needs to know. They develop and explain ideas, using a more extensive vocabulary and beginning to adapt to more formal situations.
- 3** Pupils express themselves and listen confidently in different contexts, exploring and communicating ideas. In discussion they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they are communicating to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

Mathematics

Number

Early development

P1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, eg startle response.

P2 Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, eg protesting or requesting, using facial expression to enhance meaning.

P3 Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Number

P4 Pupils show an interest in number rhymes, songs and finger games.

P5 Pupils join in with familiar number rhymes, songs, stories and games. They can indicate one or two: for example, using their fingers.

P6 Pupils demonstrate their understanding of one to one correspondence. They join in rote counting up to five and use numbers to five in familiar activities or games. They count reliably up to three objects. They demonstrate an understanding of the concept of more/fewer. They use 1p coins in shopping for items up to 5p. They join in with new number rhymes, songs, stories and games with some assistance or encouragement.

P7 Pupils join in rote counting of numbers to ten. They count reliably at least five objects. They make marks to record a number they have counted and begin to recognise numerals from 1 to 5. Pupils begin to use mathematical language such as more or less, greater or smaller, to compare two given numbers of objects or counters and say which is more or less, and to find one more and one less.

P8 Pupils join in with rote counting of numbers to beyond ten. They continue the rote count onwards from a given small number. They count reliably at least ten objects, and compare two given numbers of objects, saying which is more and which is less (or fewer). They begin to use ordinal numbers (first, second, third...) when describing positions of objects, eg people in a line. They find one more and one less than a given number of objects. Pupils estimate a small number such as the number of apples in a bowl, and check by counting. They begin to recognise numerals from 0 to 10 and relate them to collections of objects. They are starting to record numerals to represent up to five objects, with some reversals or inaccuracies.

Mathematics

Using and applying

Early development

P1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, eg startle response.

P2 Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, eg protesting or requesting, using facial expression to enhance meaning.

P3 Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Using and applying

P4 Pupils demonstrate an awareness of cause and effect for familiar objects and activities.

P5 Pupils match, with help, objects and/or pictures. They group or sort sets of objects by characteristics such as size and shape.

P6 Pupils copy simple patterns or sequences. They sort objects but do not always consistently apply the criterion chosen.

P7 Pupils sort objects, given a criterion such as picking out all the silver coins in a purse. They talk about simple repeating patterns and attempt to recreate them. They begin to use mathematical ideas of matching and sorting to solve simple problems like how to display books on a shelf.

P8 Pupils recognise, describe and recreate simple repeating patterns and sequences. They begin to use their developing mathematical understanding of counting to solve simple problems they may encounter in play, games or other work. They begin to make simple estimates, such as how many cubes will fit in a box.

Mathematics

Shape, space and measures

Early development

P1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, eg startle response.

P2 Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, eg protesting or requesting, using facial expression to enhance meaning.

P3 Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Shape, space and measures

P4 Pupils react to and begin to search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence. They begin to understand position and the relationship between objects, eg joining in with stacking or aligning objects.

P5 Pupils intentionally search for objects that are in their usual place, eg pupil goes to coat rack for coat. They manipulate positions: stacking objects, lining them up, putting them in and out of containers. They compare one object with another according to its size or length, responding to bigger, smaller, longer, shorter.

P6 Pupils search for objects not found in their usual location, demonstrating their understanding of object permanence. Pupils show understanding of words, signs or symbols that describe positions, (for example, by responding to a request to put a pen next to a book or in a pot) and of vocabulary such as more or less, when working with quantities. With support, they make a direct comparison of two masses. They order a set of objects according to their size, showing awareness of the vocabulary larger, smaller, largest, smallest.

P7 Pupils use some familiar words to describe position, size and quantity. They start to pick out particular shapes from a collection: for example, all the circles. They recognise forwards and backwards directions.

P8 Pupils compare directly two lengths or masses and find out by pouring which of two containers holds more or less. They show awareness of time through some familiarity with names of the days of the week and significant times in their day, such as meal times, bed times. They use mathematical vocabulary such as straight, circle, larger to describe the shape and size of solids and flat shapes, and use a variety of shapes to make and describe simple models, pictures and patterns.

Personal and social development

Interacting and working with others

Early development

- 1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, eg startle response.
- 2 Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, eg protesting or requesting, using facial expression to enhance meaning.
- 3 Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Interacting and working with others

- 4 Pupils engage in solitary play or work. They are involved in their own task. They are aware of the presence of others but show little interest in the activities of those around them. They make no effort to get close to other pupils or to become involved in their tasks.
- 5 Pupils work/play/engage in activities alongside others, in parallel. They watch others playing or engaging in activities. They communicate their basic needs, wants, likes, or dislikes with other people.
- 6 Pupils take part in work/play with at least one other person. They take turns in simple activities, usually with adult support. They share, offering and accepting contributions. They are able to be part of a small group during play/work, but may not always participate. They initiate interactions, and respond to others' initiations.
- 7 Pupils take part in work/play involving two to three others in a co-operative manner. They maintain turn-taking and interactions and can make simple negotiations with others, with some help. They take part in make-believe and imaginative play, or co-operate with others on a specific task. They make initiations to join activities and respond appropriately to others' actions and initiations.

8 Pupils can establish effective relations with others in small groups, actively contributing to the development of work/play. They engage in a variety of activities with peers, which may include make-believe and role-play, showing some variation in the roles they take. They make attempts to negotiate with others in a variety of activities and settings.

9 Pupils experience a range of familiar activities in small or large groups. They understand the aims of the task or rules of the game and demonstrate an awareness of how to take part in different situations. They contribute to the achievement of the group goals with some support.

10 Pupils participate in a range of familiar group tasks. They are aware of their own and others' roles within the group and can contribute appropriately. They attend to what others say or do and take part in an interchange of information, ideas or opinions.

11 Pupils are involved in a range of familiar group tasks. They are aware of when and how to lead, follow and start the activity. They communicate with members of a familiar group about the task, adding relevant detail and responding appropriately to others' actions, questions or comments.

12 Pupils experience a range of supervised group activities. With support, they can take part as a group leader, follower, or initiator. They are aware of their own feelings and thoughts about the activity and can make choices based on these.

13 Pupils participate in a range of supervised group activities. With encouragement from other peers or adults they can express their feelings and thoughts about the activity and adapt their ideas or suggestions when communicating with other members of the group.

14 Pupils are involved in a range of supervised group activities. They communicate their own feelings, thoughts and choices about the activity to other group members. They can constructively adapt their actions, ideas, or suggestions when communicating with other members of the group.

15 Pupils participate in a range of familiar and unfamiliar group activities. They communicate confidently with other group members, identifying roles and aims. They are able to take on and carry out their agreed role. They express their feelings, thoughts, ideas about the activity and are able to consider those of other members of the group.

Personal and social development

Independent and organisational skills

Early development

- 1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, eg startle response.
- 2 Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, eg protesting or requesting, using facial expression to enhance meaning.
- 3 Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Independent and organisational skills

- 4 Pupils follow familiar routines and take part in familiar tasks or activities with support from others. They recognise the resources needed for familiar activities.
- 5 Pupils are able to anticipate the next step in a familiar routine or activity and perform or communicate this. They are able to anticipate outcomes of their own actions. With support, they search out and use resources needed for familiar activities.
- 6 Pupils carry out routine activities in a familiar context. They can search out and use resources for familiar tasks. They make initiations to experience new or untried activities or tasks but require support to take part.
- 7 Pupils can move onto new self-chosen or directed activities with support. They can search out and use resources for these tasks and activities with support.
- 8 Pupils can initiate and take part in new or untried tasks and activities, and show the ability to initiate ideas and to choose tasks independently. They can search out and use resources for these activities.
- 9 Pupils are aware of the structure of familiar routines and activities and can contribute to the planning of these with some support. They are aware of different resources required for different familiar routines or activities.

- 10** Pupils are aware of the structure of familiar routines and activities and are beginning to be able to organise themselves independently. They participate with others in the planning of simple routines and tasks in familiar contexts. With support, they identify resources required for familiar, routine activities.
- 11** Pupils organise themselves independently for identified familiar routines and activities. They plan simple routines and tasks in a range of familiar contexts. Pupils identify resources required for familiar, routine activities.
- 12** Pupils take part in familiar and new routines and activities and are aware of the organisation required for new routines and activities. They discuss their own and others' contributions to activities. They identify and access resources for familiar activities.
- 13** Pupils take part in and organise themselves for familiar routines and activities and participate in the organisation of new activities. They discuss what they and others did in different activities and, with encouragement and questions, begin to reflect on future planning of similar activities. They begin to participate in identifying and accessing appropriate equipment for unfamiliar activities and tasks.
- 14** Pupils take part in and organise themselves for familiar and new routines and activities. They review activities and use this to inform future planning of similar activities. Pupils identify and access appropriate resources for familiar and unfamiliar activities and tasks.
- 15** Pupils plan activities and tasks, anticipating the consequences of actions and decisions. They review tasks and activities and use information gathered to inform future planning. They are able to adapt their actions in response to unfamiliar people and events.

Personal and social development

Attention

Early development

- 1 Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli, eg startle response.
- 2 Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, eg protesting or requesting, using facial expression to enhance meaning.
- 3 Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Attention

- 4 Pupils engage in solitary play or work. They pay rigid attention to their own choice of activity. They can perform simple actions on request. They are highly distractible in activities or tasks led by others.
- 5 Pupils' attention is focused on their own choice of activity, but they may pay fleeting attention to others' activities occurring in close proximity. They can attend to another's choice of activity such as an adult directed activity but require one to one support to transfer and maintain their attention.
- 6 Pupils listen and respond to others during their own choice of activity. They can transfer their attention to another familiar adult directed task or activity but require one to one support to maintain their attention.
- 7 Pupils can transfer their attention to both new and familiar tasks and activities. They maintain their attention to familiar or enjoyable joint and small group activities with constant direction or support, eg adult leading a small group activity.
- 8 Pupils maintain attention to their own choice of activity, while also responding to other pupils or adults. They maintain their attention to familiar or enjoyable joint and small group activities, eg listening to and responding to stories or songs with intermittent support, eg verbal, physical prompting.

- 9 Pupils maintain their attention to familiar or enjoyable joint or small group activities for appropriate periods of time, eg 5 minutes listening and responding to a story. In familiar settings, they maintain their attention towards other people in one to one situations, communicating about matters of interest. They maintain their attention to adult directed or prepared tasks with one to one support.
- 10 Pupils maintain their attention to familiar or enjoyable joint, small and large group activities for appropriate periods of time. In familiar settings, they maintain their attention to individuals, in one to one and small group situations, communicating about matters of interest.
- 11 In a range of one to one and small group situations, pupils transfer and maintain attention to individuals, communicating about matters of interest. They maintain attention to adult directed or prepared pieces of work with frequent intermittent support, eg verbal, physical prompting.
- 12 Pupils maintain attention to individuals in a range of group situations and transfer attention among familiar individuals and tasks with support, eg adult direction to attend to a different individual or activity. They maintain attention to familiar adult directed or prepared pieces of work with some intermittent support, eg verbal, physical prompting.
- 13 Pupils maintain attention to individuals and transfer attention among familiar individuals and tasks with some support (eg adult prompting to attend to a different individual or activity). They maintain attention to familiar adult directed or prepared pieces of work for short periods of time, eg 5 to 10 minutes.
- 14 Pupils maintain and transfer attention appropriately among individuals and tasks in familiar group situations. They maintain attention to familiar and new adult directed or prepared pieces of work for short periods of time.
- 15 Pupils maintain attention to individuals and transfer attention appropriately among individuals and tasks in group situations. They can settle independently to an adult prepared piece of work and maintain attention to it for an appropriate period of time, eg 5 to 10 minutes.

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- Glyne Gap School, East Sussex
- Marshfields School, Peterborough
- Meadowgate School, Cambridgeshire
- Riverside School, Hampshire
- Spring Common School, Cambridgeshire

The guidance has been developed through the work of a steering group involving representatives from the Department for Education and Employment, QCA and OFSTED.

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