

HAYSHOLM SCHOOL



**Time To
Blossom**

PRIMARY CHRISTMAS PROGRESS REPORT

Learner

November 2018



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

PERSONAL SUCCESSES & WIDER ACHIEVEMENTS

In term 1 Learner received a certificate for enthusiastically pressing her switch at the Macmillan coffee morning.

Learner also received a certificate for good hand eye co-ordination at lunchtime.



INTERDISCIPLINARY LEARNING – A Scottish Literacy Study

Learner experienced literacy activities based around the Katie Morag story – Kate Morag and the Tiresome Ted. Learner experienced the story, exploring the relevant props with gestural, spoken and physical support. Learner was supported to experience and explore making marks in sand and to find shells and drift wood in the sand. As part of the literacy topic, Learner was given spoken, physical and gestural support to experience stories through a variety of activities. Learner experienced stories through listening to story CD's, watching them on the smartboard and exploring story sacks with props. Learner was also given spoken and gestural support to experience and participate in a switch story.

During mark making activities, Learner was supported with spoken and gestural support to experience and explore a range of materials in which she could make marks. This included dough, pastry dough, flour, lentils, foam, bubbles and porridge across the term.



ETHOS & LIFE OF THE SCHOOL

This term Learner experienced and participated in voting for the new school captain during the school elections. Learner had to choose between photographs of the two prospective candidates then post her vote through the ballot box. Learner was given spoken and gestural support to make her choice and physical support to post her vote.

Learner experienced and engaged in Halloween and the Halloween Party. Learner was given spoken, gestural and physical support to engage in the Halloween activities planned throughout the school and then the Halloween parade.

Learner experienced a wide range of active and outdoor numeracy activities during Numeracy week. Learner was given physical, spoken and gestural support in order to participate in the many planned activities.

The school participated in the Big Scottish Breakfast and Learner was able to choose something different for snack that day.

Mull Class held a Harvest Assembly and Learner was able to experience and participate in this through using her switch. Learner reminded classes to bring in donations for the food bank by using her switch as we were having a collection as part of the assembly. Learner also used her switch during assembly to communicate her lines to the whole school.

Learner experienced and was supported physically and gesturally to actively engage in the Ayrshire Sports Festival and received a certificate for her attendance.

Learner has also actively participated, with physical and gestural support and by using her walker, in football coaching sessions twice a week. Learner has been awarded a certificate for her attendance at these sessions.



HOLISTIC OVERVIEW OF INDIVIDUAL PROGRESS WITHIN PERSONALISED TARGETS SET IN TERMLY CURRICULAR AND IEP PLANNING

PROGRESS WITHIN LITERACY

Listening and Talking: This term Learner has taken part in stories using a switch. Learner listened to the same 3 stories each week in order to build up a familiarity with the story. Each story had a repetitive line running through the story. Learner was encouraged with spoken and gestural support to take part in the story by pressing her switch at the appropriate time.

Pre reading: Learner's target for this term was to experience stories in different environments. Learner experienced different types of stories around the class. Learner also experienced stories in the library and in the sensory room. Learner has experienced stories as a whole class, a group of 2 pupils, a group of 3 pupils and in one to one sessions with a staff member. Learner was able to experience the stories with spoken, gestural support.

Pre writing: This term Learner has experienced and actively engaged in making marks in different types of dough. Learner was given spoken, gestural and physical support to make marks in the dough. Learner was reluctant to touch and explore the dough. Learner was therefore offered a different range of mediums to experience and explore which she seemed to prefer. Learner experienced and actively engaged in making marks in foam, water, bubbles and sand. Staff continued to encourage Learner to explore and make marks in the dough but there was always another option available.



PROGRESS WITHIN NUMERACY

Learning to Learn: Learner experiences all her activities in a busy classroom, usually with 3 other groups working and all groups attending to and experiencing different tasks. Learner is encouraged to attend to and experience her own activities with gestural, spoken and visual support.

Functional Numeracy: As part of topic work, Learner was supported to experience and explore shells, sand and pebbles. Spoken support and gestural support was given to Learner to enable her to experience the different textures shapes and sizes and to experience mathematic language while she explored.

Learner was supported to experience and be actively engaged in finding hidden shells in the sand. Learner was given spoken and gestural support to look for and find the shells in the sand.



PROGRESS WITHIN HEALTH & WELLBEING

Learner was working on being calmer and quieter during whole school assemblies. Staff used spoken and gestural support to encourage Learner to stay calm and not get over excited or vocal.

Learner has experienced a new personal care routine with the new class staff. Learner has experienced the new routine with gestural support in a quiet environment. Learner has had a successful transition to her new personal care routine and has been tolerant of the new staff physically supporting her.

Learner has been supported to experience and taste different foods each day during the sensory food programme with spoken and gestural support. Learner continues to prefer the smiley faces but has also eaten tomato pasta and pizza this term.

Learner has tolerated and accepted the new staff in the class supporting her at lunch time. Learner received physical support when appropriate and feeds herself when her choice allows.



Reporting on Progress Information for Parents

Our report aims to provide you with information on the progress that your child/young person is making towards achievement of their planned personalised targets detailed in their IEP and integrated through class curriculum planning.

Teachers will assess your child/young person's progress using the tables below. The report will detail the type of support required and how well your child/young person is engaging in their planned learning activities. Should you have any questions about how we assess, monitor and evaluate progress, please do not hesitate to contact your child/young person's class teacher.

TYPES OF SUPPORT THAT MAY BE PROVIDED TO YOUR CHILD

PS	Physical Support	Hand over hand, use of equipment
GS	Gestural Support	Simple signs or gesture, pointing, demonstrating
VS	Visual Support	Using objects, photos, pictures, symbols
SS	Spoken Support	Prompting and cues, expectant pause
TS	Support via technology	Use of switches, apps, communication aids
NS	No Support	No support required

CONTINUUM OF ENGAGEMENT

Experiences	Encounters	Learner is present during an activity or experience
	Notices	Learner appears to be aware of what is happening around him (er)
	Shows Interest	Learner demonstrates some interest in people, events or objects
Actively Engages	Responds	Learner attends and begins to give reactions to show that he/she can tell the difference between people, events or objects
	Focusses attention	Learner demonstrates more consistent attention and shows a clear distinction between specific people, events or objects
	Participates actively	Learner begins to be proactive in his (er) interactions with people, events and objects. He/she anticipates familiar sequence of events
	Initiates	Learner initiates activities and interactions more regularly and responds to options and choices
Applies and Extends	Demonstrates understanding	Learner demonstrates his (er) understanding and skills in a specific learning setting
	Consolidates	Learner recalls previous learning and can use it in familiar situations
	Extends	Learner becomes more confident in his (er) learning and can apply skills in a range of unfamiliar settings

