



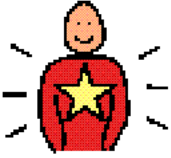
Annual Report Session 2018/19

Learner Lewis Class



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

My 'Superstar' Achievement



Independently completing my morning routine

Learner is independently able to transition from transport each morning to the cloakroom, where he will hang up his bag and jacket before coming into the classroom. Learner is then able to transfer his daily activities over onto his timetable. Well done Kade.

Communication/Literacy (Communication and Language, Pre-Reading/Reading, Pre-Writing/Writing)

Learner continues to communicate using a mixture of spoken words and PECS and is able to make many of his needs, feelings and opinions clear in this way. In Lewis Class we continue to encourage Learner's communication and are always looking for ways in which to promote and develop this. Learner continues to use his PECS book at snack and lunchtime to make his food choices but is also now using it across a wider range of curricular areas. After an activity, with gestural support he is able to comment on whether he liked/ didn't like the activity, he is able to choose paint colours in art, he can make a choice at the track i.e. trampoline, walk or scooter, choose a song at Fit 15 and from singing hands dvd and will choose a favoured item at free play time. The use of PECS throughout Learner's school day, is developing his understanding of language and his spoken vocabulary.

Learner has taken part in our weekly Attention Autism activities this year, which aims to develop natural and spontaneous communication through highly motivating activities. With physical support, Learner is able to focus his attention for increasing period of time and can share this experience with some of his classmates. Learner has progressed to level 3 of this activity, which after demonstration, allows him to carry out the task, which he will do with some physical support.

Learner's focus over this year in pre-reading has been on his ability to engage with reading books. With physical support, Learner can use PECS to follow and answer simple questions about the text i.e. what's that? what colour? Learner has shown a preference for a certain text and can be more reluctant to engage when a different text is introduced to him.

Learner has enjoyed using stampers this term in order to develop his pre-writing skills. He particularly enjoys writing the names of familiar people in his life. When motivated and on task, Learner is able to look at the letter, identify it by name, locate the correct stampers and use them to produce the name. Learner is able to name and order all the letters of the alphabet and recognises some of them phonetically. Learner is able to hold a writing implement in a gross hand grasp and has been particularly motivated to use the small white board and pens to produce marks on paper. He also likes to use the notebook on the smartboard, which allows him to select different colours for his writing implement and he can also rub out what he does.

Learner is able to sit, to listen and engage with a sensory story for a short period of time. He is able to interact with the items in the story i.e. he will put the animals in the ark, he will take a "character from the sack and explore this for "Room on a Broom". During this time, Learner will verbally comment on what he sees i.e. a cat, a dog. Learner shows some interest in other listening activities and will listen to animal noises on the CD player, with physical support to remain on task, he can then match the correct animal picture to the sound.

Next Steps

- I can continue to use PECS throughout my school day to expand my vocabulary by making requests and commenting on what I see.
- I can continue to engage with increased tolerance levels, for a wide range of pre-reading activities.

- **I can continue to experience and engage with a wide range of pre-writing activities.**

Numeracy (Learning to Learn & Functional Numeracy)

Learner is currently working through 3 trays during his 1:1 work time. During the first 2 school terms Learner was engaging well during these times, however he has been more reluctant to work through his trays over the course of the last term. In order to motivate and re-engage Learner in this process, he has been choosing a favoured activity prior to starting, in order to settle him and prepare him for work. With physical support he will often complete 1 tray before having another choosing break. This approach has been more successful, with Learner slowly beginning to re-engage with his work trays.

When on task, Learner demonstrates the ability to name, match and order numbers up to 30. He understands that numbers represent quantities and can do 1:1 correspondence, grouping objects up to 20. When motivated, Learner can fully engage with this type of activity and enjoys counting the numbers out loud.

During our weekly outing and fortnightly shopping trips, with physical support Learner is able to pay for good at the counter and will wait for his change. He demonstrates an understanding of using money to pay for things.

Next Steps

- **I can continue to engage and sustain my attention to complete 3 work trays.**
- **I can continue to explore numbers through active learning**
- **I can continue to experience and engage in all class outings.**

Health & Wellbeing includes Personal & Social Development

(Social Skills, Self-Help, Food and Health, Managing Myself, Personal and Intimate Care, Accessing my Community & Functional Movement/PE)

Learner continues to make steady progress in his ability to tolerate and share his personal space with his classmates and peer group. He has been playing with the train set during structured play times and has been sustaining his attention to this for increasing period of time.

Learner continues to independently use the toilet in school, he tends to only go once a day at lunchtime. He has however on occasion requested the toilet out with this time and again will use it independently

Learner enjoys the structure of our daily Fit 15 sessions, whereby we have an initial warm-up, an activity to music with each pupil choosing a song, then a cool down. Learner responds positively to this and will actively participate during his preferred song. Likewise Learner enjoys PE and the structure of these sessions. Our focus this term has been experiencing, exploring and engaging in a wide range of physical games. With physical support Learner is able to turn take and shows some co-operation during these activities. Our second PE sessions allows the pupil to choose a physical activity out at the track, with Learner often choosing the scooter.

Learner enjoys his weekly rebound therapy sessions and can independently get on/off the trampoline. Learner is able to follow simple verbal instructions in order to follow the rebound programme and is sustaining his attention to this for longer periods of time.

Learner has found the sensory food programme challenging at times over the course of this year, therefore we have had to adapt the way this is presented to him. Learner enjoys the Singing Hands dvd and will sit happily to listen to his favourite song "Freshen Up". During this time Learner will look at what is on offer for lunch and will lift the item from the plate before taking the plate back

to Carol at the hatch. Learner also has the opportunity to explore different food textures during weekly art sessions, where we have been using different fruits and vegetable to make prints. Learner is also able to experience and engage with texture during our weekly home economic lessons. He showed particular interest when he was making scones and was happy to touch all the textures, however he was less keen during our sessions making smoothies, as this involved chopping up moist fruits.

Next Steps

- I can continue to develop my ability to share my personal space with others.
- I can continue to increase my tolerance for touching less favoured textures across a range of activities.
- I can continue to respond positively to being told something is “not available” or that I have to “wait” by all staff.

All My Other Learning

Expressive Arts

Over the course of the year, our expressive arts focus has been related to our topics each term. Learner has therefore had lots of opportunities to experience, explore and create with a wide range of art materials and textures. This term, the pupils have been making fruit and vegetable prints using paint. Learner shows some reluctance to explore the textures but with physical support he will engage with the activity for a period of time.

Science & Technologies

Our topic this term has been experiencing, exploring and engaging with water, through lots of play and experiment based activities. Learner enjoyed learning about freezing and melting and as well as carrying out experiments to see what objects float and sink in water.

Learner enjoys using the notebook on the smartboard and will make patterns using the interactive board pens. He is able to negotiate his way around the notebook, choosing different colours, thicknesses and the rubber to make marks.

During structured play, Learner prefers to be left on his own to explore independently. Learner will often put part of the train track together and will run the train up and down the track, for short period of time.

Learner likes to choose an activity on the magic carpet, with physical support he is developing his understanding of when to wait and when to take turns. Whilst on the magic carpet, Learner will interact with the activity and can become animated when doing so.

Social Studies

We have covered 3 topics this year, “Hamish the Highland Cow”, “People in the Past” and our current “Water” themed topic. With physical support, Learner was able to sit and listen to the story of the Highland Cow and was able to name the animals i.e. cow, sheep. He enjoyed our visit to the local barbers, where he was happy to sit on the chair and explore the different items in the barber shop, before putting some rollers in Mrs Brisbane hair!

Our “People in the Past” topic provided Learner with the opportunity to explore books in the library, showing how people lived in the past. Learner required some physical support initially but was then able to try on clothes children wore in the past and explored the various artefacts. Learner particularly enjoyed exploring the heavy iron and the old telephone. This topic also saw

the pupils visit an old tenement flat, which provided the opportunity to experience the sights and smell of living in the past.

RME

Learner no longer requires an individual cut out table to sit for the duration of our weekly assemblies, with some support, Learner is able to sit with his class friends and staff.

Learner was able to play an active role in both of our class assemblies on "Being Active" and "I am Safe".

Learner was also able to play a small part in our whole school nativity rehearsals at Christmas and with physical support he used a switch to say his words and remained on stage for a short period of time.

General Comment

Learner has settled well into Lewis Class and is generally comfortable in the company of his class mates. Learner has well established relationships with some members of staff and continues to make progress in his relationships with less familiar adults.

Providing Learner with lots of movement opportunities and activities which he enjoys and meets his needs helps to promote a positive school experience for him.

We look forward to seeing the progress Learner continues to make on his school journey.

Head Teacher Comment

Learner has demonstrated the ability to do things more independently during well-established routines this session. I was very proud of him being able to show his participation in morning routines to the lead HMie inspector during our recent inspection. Kade's communication skills have also improved and this is helping him to be able to express himself in a socially appropriate way.

Well done Kade, you are a star!

Report Completed by:	Name	Designation	Date
	Caroline Creighton	Teacher	8/5/2019

Parental Comment

You are invited to use this section to write any comments you would like to make on this report. Please complete and return to school.

Pupil's Name.....

Signed:

Date: