

Annual Review – Teacher’s Report

Name of Pupil: Jane

DoB:

Class Group: Pink

NC Year: 3 NWPU: 4



Pupil’s Views

Jane loves messy play, drama games and lots of physical and sensory play!



Current Situation

Jane moved up to KS2 in September and has joined a class of seven children, all who have ASD and a range of learning difficulties. She knows many of the staff and pupils from previous classes, and this has helped her to settle into her new class. The curriculum is delivered through a developmental and differentiated approach, based on and adapted from the National Curriculum and using the REACH approach developed at school (Relationship Education for the Autistic Child). This approach specifically works on developing social interaction and communication skills. Teaching takes place in one to one situations, paired activities and small groups with opportunities for consolidation, reinforcement and practice of key skills. Her teachers receive regular support and advice from the Speech and Language Therapist and advice from an Occupational Therapist.

General Progress since the last Annual Review

Jane has now begun to settle into her new class after the changes of classroom, area and staff. She has been lucky to have many familiar staff and peers working with her. The new class group is more verbal but also noisier and this has sometimes caused Jane to seek solace in the corners of the classroom or to use materials for comfort. By gradually rebuilding relationships and involving her in fun REACH style sensory motor play Jane is now starting to become a more active participant in the classroom. Also, as a way of reducing anxiety we are prompting her to use a quiet chair photo, so she can choose to go out if it is too noisy for her. Jane has made good progress using familiar PECS symbols independently and spontaneously, for instance, she will now take the toilet symbol to us and go out to use the toilet. Her receptive understanding continues to improve within play situations and she is also tolerating more imitation of sounds and making more sounds herself within class, mostly for showing pleasure.

Review of IEP Targets

Target: To recover from distress and remain organised by communicating her needs to an adult.

1 2 3

Commentary on Progress

This remains very difficult for Jane, as she will naturally tend to retreat to a corner when becoming distressed. With initial physical prompts she is able to exchange a photo card to sit on a quiet chair in the KS2 social area. Also, offering a choice or an alternative before she becomes too distressed is helping her to regulate her mood when she is unable to do something. We have offered choices and alternatives using symbols or photos. Sometimes Jane's level of understanding can reduce when she is anxious, and an object choice is then appropriate.

Target: To respond to a question "where is the"

1 2 3

Commentary on Progress

Jane's receptive understanding continues to improve and she has shown an understanding of a wider range of words when in play situations. We have done this gradually, using a choice of two objects and asking her to find the correct one and then continuing the game using that object. This has helped motivate her to use her widening vocabulary. This term we have worked on colours in particular and she has chosen correctly coloured objects as part of the games, particularly enjoying colourful hats and wigs to then look at in the mirror together! She is not yet finding a choice from four objects and this is something to continue working on.

Target: To imitate an adult's mouth movements and sounds which are in her repertoire (REACH stage 3- Imitation)

1 2 3

Commentary on Progress

Jane is now interested in us making her sounds, particularly when we use them in games, e.g. using her sound like 'hiya' to bounce her up higher on a big ball or trampet! On several occasions after these games and when on her own she has seemed to copy the sounds we have been using but this is not at all consistent. She also enjoys sharing a small mirror and watching our mouth movements, sometimes making her own. Jane is now imitating a lot of the signs and actions in songs and circle time activities which is very encouraging. Her signing of 'more' has also improved, so that others are sure of her intent, which is fantastic.



Looking at face and mouth movements, trying to copy when Jen was pretending to be sad! Jane imitating Jen's 'elephant' sign.



Target: To exchange 'toilet' symbol independently.

1 2 3

Commentary on Progress

Jane is now spontaneously and independently moving to the toilet symbol and coming to staff purposefully to exchange it. She is very rarely having accidents at school which is great progress. We think, on occasions, that Jane is using the toilet symbol to go out of the classroom for 'time out', and we are encouraging her to use the quiet chair photo for this purpose!

Key

- 1 = Slower than expected progress
- 2 = Making expected progress
- 3 = Target Achieved

Proposed targets for the coming year

Based on the progress over the last year and following discussion with the S.A.L.T, the following targets are suggested:

Target: To regulate her mood by requesting a photo from her PECS folder independently.

Jane continues to need help with dealing with noise, and we would like her to be able to exchange a photo card independently to reduce her stress. At this stage this is still highly prompted. Also when Jane is cross and feels she can't have something she wants we would like her to seek alternatives on her PECS folder or ask for her 'quiet chair' to calm, where appropriate. This is in line with her statement; 'to learn to comply with social expectations in the learning environment' and 'to improve her self-help skills'.

Target: To increase number of purposeful interactions using imitation (REACH- Stage 4)

Jane is beginning to sign more words in imitation during song time, e.g. animal signs, simple actions and also may copy-sign during simple games, e.g. hands up to indicate more up etc. She continues to find it difficult and perhaps unnecessary to imitate vocalisations, even her own sounds. However we would like to continue this in play situations given we have heard some inconsistent imitation after the event. Using imitation, we may also increase her use of signing for communication, which could give her an alternative to PECS where needed. This is in line with Jane's statement; 'to develop her language and communication skills'.

Target: To give an adult objects or toys on request, depending on size, colour or number to three.

Jane's understanding of vocabulary is increasing gradually. We would like to develop her functional vocabulary by focusing on colour, size (e.g. big or small), and numbers to three. During this process we will continue to focus on increasing understanding of nouns by asking "where is" questions or "show me....." We will also start to use these symbols on her PECS folder to increase her ability to request toys and items she wants. This is in line with Jane's statement; 'to develop her language and communication skills'.

Target: Or to add a symbol of an attribute when requesting or commenting on an object using PECS, size, colour or number to three

This target relates to the one above. Jane will be encouraged to add an attribute when requesting highly motivating objects. Chocolate buttons are often an invaluable tool here! The key to the success of this target will be in finding the most motivating objects or activities for JANE. We know she can select the appropriate numeral relating to the number of animals visible on screen during a number song eg 5 Little Ducks but will need to extend this to activities within the classroom to give Jane as many opportunities as possible to generalise this skill.

These targets will be discussed at the Annual Review in greater detail and we would welcome your thoughts and comments

Signed:

Classteacher

Date:

Signed:

Headteacher