



Learning Pathway

Goals in stages for Social and Emotional

Each goal has a corresponding activity plan

Confidence and Responsibility

Stages 1 & 2

Anticipates some steps in very familiar routine.	Responds to 2+ cues for familiar activities or routines.	Shows emotions in response to favoured stimuli stopping or starting.
Responds to stimuli with facial or body movements.	Communicates desire for activity to begin non symbolically.	Shows interest in faces and facial expressions.

Confidence and Responsibility

Stage 3

Clearly communicate a need and stops when need is met.	Recognises that they are the centre of attention for example singing happy birthday to them.	Recognises clear photo/item related to self when presented with choice of 2.
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Confidence and Responsibility

Stage 4

Show surprise when something unexpected happens.	Finds for self or directs others to find favourite item in regular place.	Knows an element of a birthday celebration e.g. send a card, sing , eat cake.
Shows response when shown stimuli describing activities done that day.	Shows pleasurable response to praise and achievement.	Knows what comes next in familiar social situations with a prompt.
Complete a given short task independently.		

Confidence and Responsibility

Stage 5

Completes two short adult chosen activities independently.	Show concern or sympathy for others in distress and acts accordingly.	Aware that their actions can have an impact on others.
Join in stillness or quiet time in reflective assembly.	Some participation in a routine group gathering e.g. assembly.	

Confidence and Responsibility

Stage 6

Recognises own achievements and shows pleasure in them.	Adapts behaviour to suit social situation with prompt.	Is able to work with an adult to negotiate or come to an agreement.
Learns a role to take part in a school show.	Concentrates on given task for ten minutes.	

Confidence and Responsibility

Stage 7

Interacts constructively within small group of peers.	Can tolerate waiting their turn in small group.	Understand their goal when given a simple task.
Aware of behavioural expectations related to their activity.	Role plays a character in a school performance.	Takes part in whole school gathering with minimal support.
Consider own and others actions and can identify if some behaviours are right or wrong.	Uses phrases to communicate feelings to peer.	

Confidence and Responsibility

Stage 8

Uses clear sentences to describe their emotion in relation to activity.	Communicate with peers as they explore or try to solve problems.	With adult support, accepts that an apology from peer puts a stop to the argument/trauma.
Has an understanding about what their strengths are - what am I good at?	Able to ask for help, describing why unable to complete an activity.	Listens to instruction and completes a task.
Help develop a simple plan and contribute to activity or event.	Able to adjust behaviour for different situations.	Shows a basic understanding of right and wrong in familiar situations.
Treats environment and other living things with care and understanding.	Able to make effort to complete task, persevering beyond first failure.	Takes significant role in school performance.
Able to re-engage concentration when interrupted.		

Healthy, Safe Lifestyle

Stages 1 & 2

Calms in response to own security item e.g. specific music, place or toy.

Tolerates and is aware of intimate care needs.

Tolerate an unexpected change in expected routine with support..

Shows joy at a special celebration.

Recognises and responds to familiar people.

Healthy, Safe Lifestyle

Stage 3

Actively seeks or asks for own security items when needs them.

Recognise the word/sign/symbols for toilet in context.

Can identify some of own belongings when give a choice of 2.

Knows functional use of 2 very familiar objects and responds when shown them.

Knows function of some familiar areas in school when taken there.

Responds to familiar landmarks in school or local environment.

Healthy, Safe Lifestyle

Stage 4

Follows few steps of a familiar routine as much as possible on their own.	Indicate that they need the toilet given prompt.	Uses water to wash hands , adult helps with soap.
Find own familiar item for routine task.	Identify an item related to a very familiar activity from a choice of 2.	

Healthy, Safe Lifestyle

Stage 5

Follows a sequence of three activities on a timetable.	Knows they need to use soap to wash hands with prompt.	Select appropriate item for activity from a choice of 3.
Matches everyday items to task- e.g. hairbrush to hair brushing.	Navigates their way or direct others to take them to familiar places in the school.	Identifies usual place of 10+ familiar items in familiar environment.
Aware of facilities in the school and matches function to place.	Knows that paths and pavements are for people and roads are for traffic.	Knows you need money when going shopping.

Healthy, Safe Lifestyle

Stage 6

Aware of a few places in local environment and matches function to place.	Able to go to or direct adult to familiar place outside e.g. swings.	Able to go to a certain place in school and return with support.
Aware of what different people do e.g. nurse, physiotherapist.	Simple familiar routines /activities carried out in class.	Knows how to wash and dry hands.
Goes to correct area in classroom when directed e.g. goes to art area to get a brush.	Awareness that 'hot' items are dangerous to touch.	Uses a learnt skill in a new situation.

Healthy, Safe Lifestyle

Stage 7

Knows to wash hands before eating and does so.	Understands sequence of the morning routine independently.	Aware where items are in the classroom and independently gets or directs adult.
Can name places in local community using vocalisation or symbols such as school, garage, shop.	Can ask for help if unsure of own safety.	Able to go to a certain place in school and return without support.
Awareness of potential danger of sharp things.	Understands the importance of washing hands after going to the toilet.	

Healthy, Safe Lifestyle

Stage 8

Able to ask for help when needed.	Can identify what services are carried out at 4 places e.g. garage.	Can remove self to identified safe place if they feel emotional.
Able to take a short message or complete a task outside the classroom without adult supervision.	Awareness of potential danger of roads, traffic, electricity.	

Good Relationships

Stages 1 & 2

Responds to peers.	Positively responds to be physically close to a familiar peer.	Reacts to own name called/identifier shown in familiar 1-1 activity.
Makes action or sounds to actively encourage a peers attention.	Indicates they want to remain in close contact with a peer.	Follows body movements of an adult when in close contact e.g. rocking together.
Shows anticipation when waiting for activity.	Focusses on a story of a significant event to the pupil.	Attends intermittently to whole school appropriate and familiar celebration.

Good Relationships

Stage 3

Enjoys joining in some group story telling or play activities with 1-1 support .	Attempt to get close or indicates a desire to get physically close to a peer.	Shows recognition of a few familiar adults.
Sometimes shows reaction when joining a group activity alongside peers.	Will respond with gesture or vocalisation to simple questions.	Maintains interaction with an adult and shows they would like it to continue when it breaks down.
Co-operative in joint working with adult in familiar situations.	Share object with another with verbal prompt.	Passes item or indicates need to pass item in Circle game when cue given.

Good Relationships

Stage 4

Engage in short moments of calm and individual reflection with adult.	Enjoys praising others in whole school assembly.	Joins group activity with adult support.
Turn takes with an adult in games with adult giving some prompts.	Gains peers attention and initiates positive interaction.	Interacts with peer by facial expression, vocalisation or gesture when playing alongside.
Shows a sad face or makes a sad sound when asked to.	Shows a happy face or makes a happy sound when asked.	

Good Relationships

Stage 5

Names basic moods and feelings in self or others and matches to symbols/pictures.	Identifies things that are special to them.	Can match spoken name to photo/identifier of 10 very familiar people.
Will draw adults' attention to their play.	Repeats actions when they cause a positive response in peers and adults.	Play a simple turn taking game with a peer.
Can ask peer to play or share toy.	Joins in group activity.	

Good Relationships

Stage 6

Completes own task, ignoring distractions.	Initiates some appropriate participation in special assembly or celebration.	Uses names of 6 peers.
Aware of own success and can share achievement with others.	During annual celebrations can name the event.	Aware of feelings of peers and reacts to them.
Joins in structured small group times independently.	Seeks out friends to play with.	Takes turns in a play situation with a small group with minimal adult guidance.

Good Relationships

Stage 7

Offers ideas and joins in a group activity to achieve a group goal.

Identifies things that are special to others around them.

Sympathetic to needs of others and proactive in trying to help them.

Responds to the achievements of others with pleasure.

Co-operates and maintains turn taking with peers.

Good Relationships

Stage 8

Uses constructive negotiation with peers.

Take part in a group discussion, listening to others and making own contribution.

Recognises and names some children in the wider school that are familiar such as play time buddies.

Recognise and respect some similarities and differences between peers and self..

Can make statements to back up emotions e.g. I feel sad because...

Play

Stages 1 & 2

Explores items with hands (or mouth).

Co-operate with shared exploration.

Changes attention when reward is activated.

Happy to be alone with a toy or activity for 1 minute.

Happy to play with others close for 3+ minutes.

Play

Stage 3

Shows response/awareness to others playing close to them.

Explores toys alone.

Likes simple interactive games e.g. peek a boo.

Contingency awareness-waits for reward to end before tries again.

Play

Stage 4

Connect own actions to known effects directly experienced.	Connect others actions to known effects directly experienced.	Put two things together to cause an effect.
Imitates actions on object performed by a peer.	Intentional act to cause specific result 1-1 correspondence between cause and effect.	Plays using exploration e.g. banging items together.
Plays interactively with an adult.	Plays alongside peer in an activity.	Will remain on self chosen play task independently for a few minutes.
Plays joining and separating games with joining by trial and error.	Imitates an action demonstrated by adult in play and game situations e.g. push car along track.	Take a turn at being leader in follow my leader type games with adult support.
Connect a delayed cause and effect.		

Play

Stage 5

Occupies self in a range of purposeful play activities.	Selects an activity independently and remains on task.	Engages with construction toys or toys that join and separate.
Can watch a two-step action and then imitate or direct adult to repeat.	Knows how to turn toys on or make a mechanical toy move.	Takes part in dressing up activities.
Joins in with and withdraws from group play on own terms.		

Play

Stage 6

Selects things that rotate or roll to play rolling games from group of shaped items.	Will use play items in imaginative play alongside peer with adult support.	Uses a variety of construction materials and makes models.
Indicate whose turn it is next in small group game.	Recreates play ideas shown to him/her.	Dresses up as a character.
Will accept not always winning or being first to do something.	Completes simple inset puzzle with physical help if needed.	Works out how to use problem solving toys with a mix of thinking and trial and error.
Seeks purposeful activities at break or free play times.	Uses items to represent things in play.	

Play Stage 7

Understands some rules of a simple game.	Shares toys with another pupil.	Creates construction models with an aim in mind.
Plays table-top turn taking games with support.	Joins in unstructured role play independently.	Will volunteer with gesture or vocalisation to take a turn.
Recognises how to solve problems that require a simple solution e.g. finds a missing part.		

Play Stage 8

Show respect for other competitors.	Follows rules of group games.	Can adapt to play different roles/characters.
Can contribute to pretend and make belief play with suggestion.	Selects appropriate materials or equipment for their chosen activity.	Fully engages with activity.
Understands the need for rules.	Compete fairly.	