

Early years- Cognition (Literacy, Mathematics, Understanding the World, Art and Design) and Communication & Language

<u>Better</u>	<u>Expected</u>	<u>Emerging</u>
<ul style="list-style-type: none"> • I have accessed all types of learning delivered and presented to me including swimming, sensory and take turn play • I have transferred my skills in engagement and participation with a few different adults and with a few different resources and activities. • I have made progress against this PLP target, and it will be marked as green (unaided) or blue (mastered) 	<ul style="list-style-type: none"> • I have accessed most types of learning delivered and presented to me • I can transition between self-chosen and adult-led activities most of the time, with support appropriate to my needs • I have transferred my skills in engagement and participation to one different resource or activity • I have made progress in this PLP target and they will be marked as yellow (prompts) or green (unaided) 	<ul style="list-style-type: none"> • I have accessed little learning delivered and presented to me • I have achieved very little of my cognition and communication PLP targets • I have made little progress in my communication, relationships and physical exploration abilities and there may have been a regression in several skills

EYFS- Sensory and Physical

<u>Better</u>	<u>Expected</u>	<u>Emerging</u>
<ul style="list-style-type: none"> • I have started to self-regulate my sensory needs with strategies that are familiar • I have been able to seek support or help to self-regulate my sensory needs • I have made significance progress with my independence skills • I have been able to access all sensory rooms effectively • I have accessed all equipment/physio/sensory equipment needed throughout the day • I have made progress against this PLP target, and it will be marked as green (unaided) or blue (mastered) 	<ul style="list-style-type: none"> • I have been able to manage my sensory needs with support • I have been able to communicate most of my needs and wants as appropriate for my level of development • I can navigate my classroom and familiar environments independently • I have accessed some sensory rooms effectively • I have tolerated equipment/physio/sensory equipment needed throughout the day • I have made progress in this PLP target and they will be marked as yellow (prompts) or green (unaided) 	<ul style="list-style-type: none"> • Strategies applied have not helped me to co-regulate or self-regulate my sensory needs even with support • I have been resistant to or had a barrier to developing my independence • I have not appropriately accessed sensory rooms available to me • I have been resistant to or had a barrier to accessing equipment/physio/sensory equipment needed throughout the day • I have made minimal progress against my sensory and physical PLP targets and may not have achieved any. • I have made minimal progress in my sensory and physical abilities and there may have been a regression in a number of these skills

EYFS- SEMHW

<u>Better</u>	<u>Expected</u>	<u>Emerging</u>
<ul style="list-style-type: none"> • I have been able to build relationships with staff and peer/s in my class • I have been able to anticipate routines • I have started to self-regulate my feelings with strategies that are familiar • I have made significance progress with my independence skills • I have made significant progress in my self-care skills • I have made progress against this PLP target, and it will be marked as green (unaided) or blue (mastered) 	<ul style="list-style-type: none"> • I have been able to build relationships with staff in my class • I have been able to recognise and participate in routines • I have been able to manage my feelings with support • I have been able to communicate most of my needs and wants as appropriate for my level of development • I can navigate my classroom and familiar environments independently • I have been able to follow self-care instructions • I have made progress in this PLP target and they will be marked as yellow (prompts) or green (unaided) 	<ul style="list-style-type: none"> • I have not been able to build relationships with staff • I have not been able to follow routines • Strategies applied have not helped me to co-regulate or self-regulate my feelings with support • I have been resistant to or had a barrier to developing my independence • I have been resistant to or had a barrier to developing my self-care skills • I have made progress in very few of my PLP targets • I have made no progress in my SEMHW abilities and there may have been a regression in a number of these skills