

## CU Home Learning

Start Date		Evaluation Date
Communication 1  Tactile (Links EHCP Outcome 1)	➤ <b><u>Overarching target: To request more of an activity by pressing a switch within 10 seconds of the switch being presented</u></b>	
Communication 2 (Links EHCP Outcome 1)	➤ <b><u>Overarching target: To request the continuation of a preferred activity by reaching for the item used within 10 seconds of it being stroked on his hand</u></b>	
Communication 3 Interaction (Links EHCP Outcome 1)	➤ <b><u>Overarching target: Repeats a sound or movement to maintain an interaction.</u></b>	
Cognition 1  Object Permanence (Links EHCP outcome 2)	➤ <b><u>Overarching target: To turn take with an object over a 10 minute period</u></b>  <b><u>(This can be supported within an intensive interaction session)</u></b>	
Physical Skills 3  (Links EHCP Outcome 3)	➤ <b><u>Overarching target: To tolerate my hearing aids for up to 3 minutes</u></b>	
Technology 1	➤ <b><u>Overarching target: To look towards effect made after activation</u></b>	
PSHE Wellbeing 1  (Links EHCP Outcome 4)	➤ <b><u>Overarching Target: To make a choice on a tactile experience through gesture and body movement</u></b>	

### Learning Activities to work on above targets for CU

- Use CU switch in electrical items as in, fans, food mixers so as he receives tactile feedback.
- Give CU a choice of a range of tactile objects encouraging him to reach for his chosen one.
- Have a 10-minute turn taking session with an object
- Encourage CU to wear hearing aids during activities

## MR Home Learning

Start Date		Evaluation Date
Communication 1 (Links Outcome 1a)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To use the e-tran frame for answering questions, commenting and describing</u></b></li> <li>➤ Current Step: To eye point to the correct item on the ETRENT board out of a choice of 3 with one blank/something else</li> </ul>	
Communication 1 (Links Outcome 1a)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To activate a switch at the correct times on 2 out of 3 occasions</u></b></li> </ul>	
Cognition 2 (Links EHCP Outcome 4a)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To select the correct CVC word from a choice of 3 by eye pointing (one blank)</u></b></li> </ul>	
Cognition 3 (Links EHCP Outcome 4b)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To select the correct familiar word on the e-tran board out of a choice of 3 (one blank)</u></b></li> </ul>	
Technology 1 (Links EHCP Outcome 1b)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: I will be able to access a switch to activate a desired effect</u></b></li> <li>➤ Current step: To press a switch with my elbow (muscle tone dependent) to activate a desired effect 6 times in a session with shorter response time</li> </ul>	
PSE Wellbeing 1 (Links EHCP Outcome 3)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To explore the Canterbury college website with staff.</u></b></li> </ul>	
PSE Wellbeing 2 (Links EHCP Outcome 3)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To look at my Transition book for Canterbury College with staff.</u></b></li> </ul>	

### Learning Activities to work on above targets for MR

- Use the e-trane communication frame when possible to communicate with MR. Place 3 symbol/picture choices on the e-trane asking MR to comment/ answer questions and describe by eye pointing at his chosen symbol/ picture.

- MR has a range of games on his iPad, use his wireless switch. Encourage MR to use his elbow or finger to activate the switch at appropriate times within the games.
- Place 3 CVC words on the e-trane frame and verbally ask MR to eye point to one of the words.
- Explore the Canterbury College website with MR

## JS Home Learning

Start Date		Evaluation Date:
Communication 1 (Links EHCP Outcome 1a & SLT)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: For Joshua to be able to use his listening skills and vocalisations to make more choices in his day using an auditory book.</u></b></li> <li>➤ Joshua will have a choice of 'Switch' and 'Music' Once he has vocalised to indicate which activity he wants, the adult will then give a further 3 choices specific to his chosen activity. Adults to make notes of his choices;               <ul style="list-style-type: none"> <li><b><u>Switch:</u></b> Screen</li> <li style="padding-left: 40px;">Footspa</li> <li style="padding-left: 40px;">Fan</li> <li><b><u>Music:</u></b> Relaxing</li> <li style="padding-left: 40px;">Pop music</li> <li style="padding-left: 40px;">Play own music</li> </ul> </li> </ul>	
Cognition 2 Extended cognition Choices	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: Makes an intentional choice known</u></b></li> <li>➤ Current step: Joshua to use his eye blinking and vocalisations to make a choice</li> </ul>	
Physical Skills 1 (Fine Motor)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To Intentionally reach towards a stimuli with finger/hand/leg movement</u></b></li> </ul>	
Physical Skills 2  (Links EHCP Outcome 2 & Physio )	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To stand in his stander for up to 60 minutes</u></b></li> </ul>	
Physical Skills 3  (Links EHCP Outcome 2 Physio Outcomes)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: Joshua will be able to lift both arms above his head with hands open in preparation for switch work /grasping items.</u></b></li> </ul>	

### Learning Activities to work on above targets for JS

- Give JS choices as much as possible throughout the day, encourage him to vocalise or eye blink when you say the activity/ object he would like.
- Place a range of tactile objects within reach of JS, encouraging him to use his fingers to explore them.
- Complete JS physio programme with him daily.

## TK Home Learning

Cognition 1 (Links EHCP Outcome 3b)	➤ <b><u>Overarching target: Fleetingly responds to an object they are touching</u></b>	
Cognition 2 (Links EHCP Outcome 3a)	➤ <b><u>Overarching target: To engage with an activity for up to 30 minutes.</u></b>	
Physical Skills 1 (Links EHCP Outcome 1a)	➤ <b><u>Overarching target: I will develop my strength to move safely around the school, and make choices on where I would like to go.</u></b> ➤ Current step: To walk up and down steps with support	
Physical Skills 2 (Links EHCP Outcome 1a)	➤ <b><u>Overarching target: I will develop my strength to move safely around the school, and make choices on where I would like to go.</u></b> ➤ Current step: Staff will walk with Thomas regularly and walk down steps and over mats and into hoops (2:1 staff). Thomas will be encouraged to look at his feet.	
PSE Well-being 2 (Links EHCP Outcome 4)	➤ <b><u>Overarching target: I will wash and dry my hands with support</u></b>	
Engagement 1 (Links EHCP Outcome 2)	➤ <b><u>Overarching target: Shows varied reactions to a range of stimuli</u></b>	
Engagement 2	➤ <b><u>Overarching target: To attend to an object for an increasing period visually, auditory or by touch</u></b>	

### Learning Activities to work on above targets for TK

- Encourage TK to manipulate and respond to a range of motivating objects placed within reach.
- Encourage TK to engage with activities for 30 minute sessions
- Take TK on as many walks as possible, using steps and uneven surfaces encouraging him to look at his feet.



## ED Home Learning

		Evaluation Date
Communication 1 Description (Links EHCP Outcome 1)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: I will be able to make my needs known using a range of resources (Grid Player, symbol support) to express preferences during structured activities.</u></b></li> <li>➤ <b>Current step: Communicates a feeling about an object or person with the use of Proloquo2go, symbol support</b></li> </ul>	
Communication 2 Negotiation (Links EHCP Outcome 1)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: I will be able to make my needs known using a range of resources (Grid Player, symbol support) to express preferences during structured activities.</u></b></li> <li>➤ <b>Current step: Makes an active choice (Positive/negative) with the use of Proloquo2go, symbol support</b></li> </ul>	
Communication 3 Social	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: Maintains shared attention to an object or activity</u></b></li> <li>➤</li> </ul>	
Cognition 1 Choices (Links EHCP Outcome 1)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To overwrite my own name</u></b></li> <li>➤ <b>Current step: I will engage in a range of activities that include letter recognition (matching overwriting etc)</b></li> </ul>	
Cognition 2 Writing (Links EHCP Outcome 2a)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To overwrite my own name</u></b></li> <li>➤ <b>Current step: I will overwrite the letters within my name with hand over hand support</b></li> </ul>	
PSHE 1 Independence skills (Links EHCP Outcome 4)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To assist an adult in preparing my food and drink</u></b></li> </ul>	
Engagement	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: Attends to a person during interaction</u></b></li> </ul>	

### Learning Activities to work on above targets for ED

- Download 'Grid Player' on the ipad and encourage ED to use it when possible to make a choice or communicate a feeling.

- Encourage ED to maintain shared attention to a person or object for up to 30 minutes
- Encourage ED to overwrite her own name
- When preparing snacks/meals encourage ED to help where possible.

## KD Home Learning

		Evaluation Date
Communication 1 Description (Links EHCP Outcome 1a)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To interact with others through improving my access to the Grid Player on my iPad to make choices and requests.</u></b></li> <li>➤ <b>Current step: To independently find her Gridplayer application to make a choice or show a preference when requested by an adult.</b></li> </ul>	
Communication 2 Choices (Links EHCP Outcome 1a)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To interact with others through improving my access to the Grid Player on my iPad to make choices and requests.</u></b></li> <li>➤ <b>Current step: To make a choice or request using the iPad with an adult demonstrating and supporting.</b></li> </ul>	
Cognition 1 Engagement & Interaction (Links EHCP Outcome 2a)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To be engaged in two tasks a day for 5 minutes in a range of activities.</u></b></li> </ul>	
Cognition 2 Reading (Links EHCP Outcome 2b)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To match letters of the alphabet with 50% accuracy</u></b></li> </ul>	
Cognition 3  (Links EHCP Outcome 2b)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To copy write my name with minimal hand over hand support</u></b></li> </ul>	
Cognition 4  (Links EHCP Outcome 2b)	<ul style="list-style-type: none"> <li>➤ <b><u>Overarching target: To type my name into a computer with support</u></b></li> </ul>	

### Learning Activities to work on above targets for KD

- Download 'Grid Player' on the iPad and encourage KD to use throughout the day to communicate.
- Encourage KD to copy write her own name
- Encourage KD to type her name in a computer/iPad
- Encourage KD to match letters

