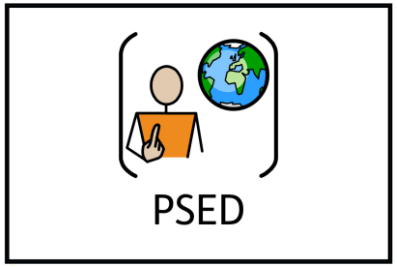
PSED

Progression Map

SCERTS Curriculum Pathway

Non-Subject Specific



Key Vocabulary is identified in **bold**.

NB. Kingsland School recognise that children with ASD engage with learning in different ways, depending upon their various learning strengths and challenges. For this reason, this framework outlines coverage of knowledge and skills, but does not dictate how they should be delivered within the non-subject specific curriculum these pupils follow.

PSED:- SCERTS Curriculum Pathway		
Early PSED Skills – Core Curriculum Coverage		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Allow them to begin to experience appropriate types of positive **touch** with trusted adults *e.g. TACPAC, deep pressure* • Help them begin to recognise familiar and trusted adults *e.g. approach adults from class* • Encourage them to begin to consent to positive **touch** using gesture or symbols *e.g. holding arm out for massage, approaching familiar adults* • Encourage them to begin to refuse positive touch using gesture, sign or symbols e.*g. walking away, signaling 'no'* • Enable them to explore a range of activities, objects and food, with adult support	Children are supported to: • Show recognition of familiar adults in school *e.g. photos of who is in class today* • Request a preferred adult to engage in activities with *e.g. requesting which adult to support with toileting, approaching a preferred adult for deep pressure* • Begin to identify their favorite things and things that they dislike doing *e.g. by approaching items or objects* • Begin to recognize photographs of people in their **family** • Explore a range of healthy **food** *e.g. touching, smelling, tasting* • Begin to engage in a range healthy physical activity with adult support • Begin to use critical communication symbols, signs and language to affirm '**yes', 'no'** and '**help'**	Children learn to: • Recognise differences in people *e.g. different faces, different hair colour, babies and older people* • Engage with videos and photos of people who help us in **school**, people who help us at **home** and who are in our **family** • **Choose** a photo symbol to request a preferred adult to engage with during activities and familiar routines • Accept and/or refuse adult support when offering positive touch *e.g. during TACPAC, massage, deep pressure* • Make choices around healthy eating e.*g. indicating a healthy snack* • Make choices around physical activity *e.g. choosing an activity to take part in*

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Play		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Enable them to engage in solitary **play** by playing independently • Encourage them to positively engage with objects • Enable them to engage in **play** with objects following an arrangement, order or sequence • Help then begin to notice the **play** of peers in the room • Encourage them to explore a variety of **play** objects • Support them to show a preference for particular items and objects during **play** • Encourage them to accept adults playing alongside them	Children are supported to: • Engage in parallel **play** by playing independently with a child playing a different activity alongside • Begin to notice the **play** of other children engaging in the same toys/objects as them • Begin to accept a person joining in with their **play** • Begin to imitate play being modelled by a **play** partner • Have a range of items to **choose** from during play • Show an understanding of the purpose of **play** items	Children learn to: ○ Engage in **play** with repetitive actions with a play partner ○ Copy actions modelled by a **play** partner in play e.g. rolling a ball back that has been rolled to them ○ Be able to **choose** from a range of toys and objects to engage with during play sessions ○ Enjoy interactive play routines with a familiar person

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Special Interest Development		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Encourage them to show a preference for certain objects, songs, experiences • Enable them to engage with preferred objects, songs and experiences with adult support • Support them to consistently return to preferred items/interests during the school day	Children are supported to: • Make a **choice** relating to preferred items and special interest • Begin to communicate **likes** and **dislikes,** identifying preferred items/interests • Engage in a range of media relating to preferred activity/items and special interest e.g. pictures, stories, videos, toys	Children learn to: • Use technology to find more information/media on special interest • Engage in a range of motivating activities relating to preferred/special interest • **Share** preferred/special interest with peers and adults • Engage in special interest to aid regulation and reduce periods of anxiety

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Self-Awareness		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Encourage them to demonstrate a **like** or **dislike** of sensory stimuli • Focus their attention to begin to **look** at self in mirror and show a response to the reflection • Help them to begin to respond to their own **name** • Encourage them to begin to demonstrate clear **likes** and **dislikes** through gesture and body language	Children are supported to: • Intentionally communicate sensory preferences using gestures, body language or vocalisation • Indicate '**more'** or '**finished'** of a sensory activity • Show a preference by selecting sensory support item from a range offered by an adult • Respond to their own **name** turning towards a person, looking towards a person or approaching a person • Recognise their own photo and choose their own photo from a selection • Demonstrate clear preferences and show refusal for things they don't like	Children learn to: • Make a **choice** to communicate sensory preferences *e.g. request lights on or off* • Actively request preferred sensory items when required *e.g. chewy, ear defenders, break* • Identify own **likes** and **dislikes** • Identify own characteristics • Recognise own **name** and match to their photo • Respond to praise when given by a familiar adult in response to an activity

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Safety including Online Safety

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities that: • Help them gain an awareness of whole class routines with supports via OORs/photos/symbols • Make a clear **choice** between two objects • Respond to their **name** in familiar contexts • Begin to engage in cause and effect activities whilst **stopping** and **waiting** activities • Demonstrate their likes and dislike through body language or preferred communication style • Explore favourite apps and websites alongside an adult	Children are supported to: • Demonstrate a response to a familiar or preferred OOR/photo/symbol *e.g. when given OOR/photo/symbol pupil then goes to that place* • Make a **choice** between four objects • Signal '**no'** through body language or preferred communication style in response to unpreferred activity • Ask for **help** during activities using gesture, symbols or language, with adult support • Begin to respond to **'stop'/'wait'** instructions, with adult support • Press button on a crossing when accessing the community • Wait their turn for use of technology • Respond to an adult who affirms 'good choices' in a range of activities, including when seeking to use technology • Request the use of technology • Respond to familiar, trusted adults in school	Children learn to: • Respond to simple key words instructions from an adult during familiar routines • Signal **no** and refusal using gestures, signs, symbols or language • Know their **name**, **school** and **class** • Explore signs and symbols for keeping **safe** • Identify safety signs and symbols for keeping **safe** in the environment • Use critical communication signs, symbols and gestures for **yes, no, wait and help** • Respond to critical communication signs, symbols and gestures for '**yes', 'no', 'wait' and 'help'** • Begin to recognise people/pictures/places which can help keep them **safe** *e.g. police, school etc* • Recognise when a tablet has a passcode, and offer to an adult for help • Begin to respond to 'not available' in a range of activities, including when seeking to use technology • Identify familiar, trusted adults in school • Accept when their time on technology is 'finished'

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Self-Help Skills		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Increase their awareness of where the **toilet** is and participate in toileting sequence with full adult support • Increase their awareness of feeding routines *e.g. recognize when packed lunch is taken from cupboard* • Encourage them to reach for items during feeding routines *e.g.* ***Spoon, cup, food*** • Support them to bring items to mouth during feeding routines *e.g.* ***cup*** *with* ***drink*** *in,* ***spoon*** *loaded by an adult, finger food* • Encourage them to accept adult support during dressing sequences • Enable them to experience a range of care routines with adult guidance e.g. washing, brushing teeth	Children are supported to: • Begin to be independent during toileting sequence e.g. begins to urinate or BM when they are sat on the **toilet**, begin to recognize **toilet** symbol • Indicate when they are **wet** and/or **soiled** • Transition to the **toilet** with support • Sit alongside peers during mealtimes • Attempt to feed self with a **spoon** and **eats** finger food independently • Use both hands to **drink** from a **cup** • Show anticipation when being dressed • Begin to participate in dressing sequences *e.g. offering arm when putting coat on, moving foot when shown socks* • Begin to participate a range of care routines with support e.g. washing, brushing teeth	Children learn to: • Show some independence in toileting sequence • Request the **toilet** appropriately with some adult support • Transition to **toilet** independently • Sit at the **table** during mealtimes • Feed self independently by loading **fork** or **spoon** and bringing to mouth • Begin to show independence during **dressing** sequences *e.g. pulling up trousers, putting on shoes, pulling down jumper, take off hat and gloves* • Begin to show independence during a range of care routines e.g. washing, brushing teeth

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Community Visits		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Support them to transition to different areas of school (indoor and outdoor spaces) with adult support • **Walk** around the **school** grounds with adult support • Experience riding a **car**/**bus** • Visit onsite **woods** and explore the area with adult support	Children are supported to: • Ride a **bus** to visit outdoor places in the environment (local **park, woods**), with adult support • Ride a **bus** to visit indoor places in the environment *e.g. places of religious importance, shops, library* • **Walk** around the community in close proximity to **school** with adult support • Show awareness of different modes of public transport	Children learn to: • Take part in an off-site visit and take part in off-site activities • **Visit** a place in the community for a purpose *e.g. buy something from a shop, borrow a book from the library* • Follow simple directions (early map skills) when out in the community • Name and label modes of public transport • Experience using different modes of public transport with adult support

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Social Skills		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Support them to show awareness of the presence of others • Encourage them to accept others in some areas/space • Encourage them to **share** different spaces with peers happily • Enable them to begin to attend to an adult during 1:1 activities *e.g. intensive interaction*	Children are supported to: • Accept others having access to the same resources • **Share an** activity alongside a peer • Begin to identify group they belong to *e.g. which class they are in* • Imitate an adult's actions during **play** and familiar routines • Seek to gain attention from a familiar adult and/or peer • Begin to respond to **'wait'** symbol • Begin to recognise familiar people • Respond to their own **name by** turning towards a person, looking towards a person or approaching a person	Children learn to: • **Take turns** with shared resources • Maintain interest in the same activity as a peer • **Share** preferred activities with a peer • Communicate with peers and adults using their preferred communication method • **Wait** their turn in a range of activities and contexts • Begin to greet others • Actively seek out another to share activity

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Relaxation and Regulation		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Encourage them to explore sensory regulatory supports when offered • Support them to begin to make a **choice** from sensory regulatory supports when offered • Enable them to show awareness of a familiar **relaxation** routine • Encourage them to participate in different sensory experiences throughout the day *e.g. movement breaks, relaxation, sensory room*	Children are supported to: • Begin to respond to sensory input offered by an adult *e.g. deep pressure, weighted jacket, sunglasses* • Participate in a **relaxation** routine with adult support • Use their own strategies to manage periods of dysregulation *e.g. stimming, seeking a dark/quiet place* • Begin to choose **calming** support (objects or choice board) when offered by an adult during early signs of dysregulation	Children learn to • **Calm**/regulate behaviour in response to environmental adaptations *e.g. daily relaxation, sensory room, use of ear defenders* • Demonstrate an understanding of the daily **relaxation** routine • Make a **choice** of regulatory/calming supports independently • Refrains from unhelpful/negative ways of managing dysregulation

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Emotional Awareness and Understanding		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Encourage them to demonstrate different emotional states using gesture, body language, facial expressions and vocalisations • Focus their attention on simple emotion symbols/photos when shown by an adult *e.g. happy and sad* • Focus their attention and encourage a response when an adult labels how they are feeling	Children are supported to: • Begin to identify how they are feeling using simple emotions symbols or photos • Begin to engage in, and recognise activities that make them feel **happy** • Respond to choices offered by staff when they are displaying emotions of **sadness, anger, tiredness** etc. • Intentionally communicate emotions using gesture, body language, facial expressions and vocalisations • Participate in simple activities relating to emotional awareness and understanding	Children learn to: • Identify simple emotions relating to self *e.g.* ***happy, sad, angry, tired*** • Begin to use a 3/5 point scale to identify degrees of feeling within an emotion with adult support • Respond to staff using AAC when asked 'how do you **feel?**' • Request supports proactively and with adult support when they are displaying emotions of sadness, anger, tiredness etc. • Refrain from unhelpful/negative ways of managing anxiety/stress • Begin to recognise emotional states of others