

Quick prompts – Communication and Interaction

Understanding of Language

None of the statements below apply	0
There is immature understanding of verbal language, with limited vocabulary beyond the everyday context.	1-2
Limited range of vocabulary understood in writing and oral communication, compared to age-expected range	3-4
The CYP finds it difficult to understand language (written and verbal), concepts and vocabulary beyond the everyday context. This may result from verbal dyspraxia, disordered language etc, affecting reasoning and predicting skills	5-6
The CYP has persistent difficulty understanding language in all contexts, including everyday conversation.	7-8
Very little or no indication that language or visual communication aids are understood, impacting on every aspect of daily life	9-10

Quick prompts – Communication and Interaction

Understanding of Language

None of the statements below apply	0
Occasional difficulty in understanding instructions	1-2
Difficulty in understanding instructions with multiple elements	3-4
There are frequently listening and attention difficulties, and associated difficulty in understanding age-appropriate adult instructions	5-6
Questions / instructions / conversations are usually misunderstood	7-8
Delayed understanding and persistent difficulties recognising instructions in a range of settings	9-10

Quick prompts – Communication and Interaction

Understanding of Language

None of the statements below apply	0
Occasionally there are some difficulties with listening and attention	1-2
Tires easily when listening and can sometimes appear inattentive or distracted	3-4
Difficulty in processing language in particular settings e.g. in whole class listening and discussions	5-6
Significant difficulty in processing language in a range of settings and contexts e.g. whole class, small group and some 1:1 conversations, impacting on accessing the curriculum. Attention is fleeting and is either unfocused or over-focused on a detail / object	7-8
Difficulties severely affect curriculum access and social development	9-10

Quick prompts – Communication and Interaction

Expressive Spoken Language

None of the statements below apply	0
There is immature use of verbal language, with limited vocabulary beyond the everyday context	1-2
The CYP sometimes struggles to express themselves verbally	3-4
There are moderate difficulties in expressing themselves verbally, in terms of grammar, word-finding and/or vocabulary	5-6
The CYP has persistent, significant difficulty in expressing themselves and understanding others	7-8
Needs are difficult to interpret, even by familiar adults	9-10

Quick prompts – Communication and Interaction

Expressive Spoken Language

None of the statements below apply	0
Some specific vocabulary takes longer to acquire than for peers	1-2
Most new vocabulary will take longer to acquire than for peers	3-4
The CYP shows poor generalisation of concepts and transfer of skills	5-6
The CYP has a very limited vocabulary that is not developing, cannot tell or retell simple stories from pictures and has difficulty organising ideas and events in sequence	7-8
The CYP can only communicate a very limited range of words or concepts, and frequently repeats what has been heard without understanding (echolalia)	9-10

Quick prompts – Communication and Interaction

Expressive Spoken Language

None of the statements below apply	0
The CYP will take longer than peers to find the word they wish to use	1-2
The CYP confuses words and will frequently use words out of context	3-4
The CYP uses alternative forms of communication on occasion, e.g. when tired or stressed	5-6
The CYP uses sign language / communication book to assist most communication	7-8
All communication via body language, emotions and alternative forms e.g. communication book, facial gestures, eye-pointing, body movements	9-10

Quick prompts – Communication and Interaction

Speech Sounds

None of the statements below apply	0
There are concerns about immature speech sound development	1-2
Speech sounds are consistently immature, with motor difficulties relating to formation of sounds	3-4
The CYP has poor speech intelligibility and therefore struggles to make themselves understood	5-6
Persistent and limited range of speech sounds, meaning that communication with unfamiliar adults or peers is very challenging. Communication augmented with sign language / communication book	7-8
Speech is largely unintelligible even in context / with familiar adults, with frequent use of echolalic language and speech system reduced to a few sounds	9-10

Quick prompts – Communication and Interaction

Speech Sounds

None of the statements below apply	0
There is inconsistent and slow progress in phonic development	1-2
Moderately delayed or disordered speech sounds	3-4
Moderate phonological or speech difficulties (including dyspraxia)	5-6
Persisting and significant difficulties in phonological processing, impacting on literacy	7-8
Child has severe speech and/or language delay / disorder	9-10

Quick prompts – Communication and Interaction

Social Interaction

None of the statements below apply	0
The CYP finds social situations confusing and/or upsetting	1-2
Unstructured and/or social times are sometimes challenging and can result in low-level distress. They may sometimes isolate themselves	3-4
They struggle to understand social interactions and interpret other people's behaviour, including intentions, social cues and norms and non-verbal communication such as eye contact, gesture. They do not always recognise conversational breakdown	5-6
The CYP has persistent, significant difficulty in expressing their wishes and feelings, and in understanding others' emotions, including difficulty in reading facial expressions. The CYP has limited motivation to initiate, respond or sustain social interaction	7-8
The CYP has enduring social communication needs that mean participation in daily life is very limited	9-10

Quick prompts – Communication and Interaction

Social Interaction

None of the statements below apply	0
They are unclear about appropriate responses and how to form relationships, with limited development of conversational skills	1-2
There are sometimes difficulties in understanding and using non-verbal communication, and in understanding social 'rules' (including how to maintain a conversation)	3-4
They lack the ability to manage conversations with either adults or peers, and social interactions needed to make and maintain friendships	5-6
They struggle to make friends and tend to fixate on individuals with a very limited understanding of social norms and cues	7-8
They are unable to understand social cues to the extent that they have a very limited number of relationships with adults rather than peers, causing isolation	9-10

Quick prompts – Communication and Interaction

Social Interaction

None of the statements below apply	0
The CYP has a number of specific interests which can infrequently (e.g. monthly) impact on engagement in learning activity, as they prefer to follow their own plans	1-2
The CYP has very strong interests that can sometimes (e.g. weekly) take precedence over instructions	3-4
They display strong preoccupations or habitual behaviours that impact on their attention to directions and their engaging in expected daily routines, but respond to direction with time	5-6
Interests are likely to become fixations and can interfere with daily life and social interactions. The CYP often (e.g. daily) either vents frustration and anger in very obvious ways or becomes very quiet and withdrawn in response to requests / direction that do not align with their wishes	7-8
Rigidity of thought and communications consistently impede learning and lead to severe difficulties in functioning. Interests are intense and limit daily functioning, health and social interaction	9-10

Quick prompts – Communication and Interaction

Social Interaction

None of the statements below apply	0
The CYP is reluctant to take turns and is unsettled by changes to routine	1-2
There is sometimes difficulty in switching tasks, maintaining attention in directed tasks, and in organising / conceptualising future activity	3-4
Times of change can trigger obsessive and repetitive behaviours or short-term distress	5-6
Considerable difficulty in dealing with change which can lead to extended periods of anxiety and behavioural changes	7-8
Access to learning is extremely restricted due to high levels of anxiety and consequent challenging behaviour in familiar surroundings and with familiar support / people. The CYP cannot communicate the triggers for their distress	9-10

Quick prompts – Cognition and Learning

Cognition and Learning Needs

None of the statements below apply	0
Some difficulties with learning including some misconceptions and/or taking longer to understand new concepts	1-2
The CYP is working outside of the programme of study for their key stage in one or more core subjects and progress is slow	3-4
Significant and persistent difficulties with concept development and logical thought	5-6
Significant and persistent difficulties in the acquisition and/or use of language, literacy and numeracy skills which affect progress in all aspects of the curriculum.	7-8
Profound and life-long learning difficulties impacting on access to learning in a range of settings	9-10

Quick prompts – Cognition and Learning

Cognition and Learning Needs

None of the statements below apply	0
Difficulties are likely to be specific to one aspect of learning, e.g. written / verbal communication, numbers, appreciating instruction, dyslexia / dyscalculia / dysgraphia, and are low level. Evidence of discrepancies between attainment in different core subjects or within one core subject of the curriculum	1-2
Low level to moderate but persistent difficulties in acquiring expected literacy and/or numeracy skills, e.g. phonic learning is very slow to develop	3-4
Significant difficulties in tasks involving specific abilities such as sequencing, organisation or phonological awareness, concentration or short-term memory and which in turn impacts negatively on literacy and mathematics, in a significantly greater and more persistent way than would normally be expected for students of his / her age	5-6
Specific difficulties with an aspect of learning with progress far behind peers in relation to this aspect, which is impacting on progress in multiple parts of the curriculum.	7-8
Very specific and permanent difficulties (dyslexia, dyspraxia) affecting literacy skills, spatial and perceptual skills and fine and/or gross motor skills. Significant and persistent difficulties in the acquisition of reading, writing, spelling and number skills, which do not fit his / her general pattern of learning and performance	9-10

Quick prompts – Cognition and Learning

Cognition and Learning Needs

None of the statements below apply	0
Difficulties acquiring good learning routines such as concentration, and may be resistant to learning. The CYP may struggle with handwriting	1-2
Dependent on context, there are some difficulties with the pace of delivery, understanding instructions and prioritising / organising work	3-4
Significant difficulties with pace of delivery, understanding instructions and prioritising and organising work across all curriculum areas	5-6
Significant difficulties with organisational skills and all independent learning	7-8
Substantial and persistent communication difficulties within the curriculum and wider school activities	9-10

Quick prompts – Cognition and Learning

Cognition and Learning Needs

None of the statements below apply	0
Infrequent lapses in memory and/or longer processing times	1-2
Poor phonological processing, working memory and processing skills	3-4
Significant difficulties with long / short term memory	5-6
Significant difficulties generalising or transferring from one context to another	7-8
Profound and significant difficulties with cognitive processing	9-10

Quick prompts – Cognition and Learning

Cognition and Learning Needs

None of the statements below apply	0
The CYP is working just below age-related expectations	1-2
Below the average range for attainment with standardised scores of 80 – 90	3-4
Below average range for attainment with a standardised score of 80 and below	5-6
Very limited progress with attainment scores below 70	7-8
No evidence of attainment progress over the current academic year	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP experiences low level / low frequency (e.g. once or twice per month) difficulties which impact on their learning	1-2
The CYP sometimes (e.g. weekly) displays distressed or ritualistic behaviours resulting from underlying emotional needs	3-4
CYP has complex mental health needs which impact on their learning or social relationships, leading to incidents or gaps in engagement in the classroom more than once per week	5-6
The CYP experiences significant, persistent difficulties with specific mental health needs, regulating emotions, and/ or understanding the consequences of decisions and actions, leading to high distress levels exhibited through various behaviours on a daily basis, affecting their daily functioning	7-8
The CYP experiences complex, frequent (e.g. daily) and persistent difficulties resulting from mental health problems, which manifest as problems of mood such as anxiety or depression, meaning that they are severely withdrawn from daily life and pose a risk to themselves	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP shows some distress when their plans are not followed or when required to take turns	1-2
The CYP struggles with unstructured times and changes in routine, with their response causing interruptions for the whole class	3-4
The development of habitual behaviours impacts on participation in daily life on a weekly basis	5-6
The CYP struggles with small changes to routine, wants to follow own agenda, is reluctant to follow instructions, resulting in significant distress	7-8
The CYP experiences complex, frequent (e.g. daily) and persistent difficulties resulting from problems of conduct (oppositional problems and more severe conduct problems including aggressing, self-harming, substance abuse, eating disorders, sexualised behaviour or difficulties with attachment)	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP sometimes has difficulties responding appropriately to social situations	1-2
They sometimes use non-harmful coping strategies to hide their anxiety, e.g. presenting cheerfully	3-4
They sometimes engage in harmful coping strategies, e.g. self-harm and activities which deliberately put them in dangerous situations, e.g. leaving school	5-6
They use harmful coping strategies persistently, e.g. self-harm, substance misuse, eating disorders	7-8
Self-harm, suicidal ideation is taking place on a near-daily basis, with serious attempts at suicide	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP will become disproportionately agitated and upset and will take longer than peers to calm down	1-2
They struggle with self-regulating emotion or experience strong emotions that have no outlet, resulting in inappropriate language or frequent (e.g. weekly) angry, emotional or aggressive outbursts, sexualised language, anxiety, mood swings, and unpredictable behaviour, which affect relationships and learning	3-4
They often struggle to regulate their emotions, to the extent that learning and progression is limited (more than once per week), e.g. intense emotional or aggressive outbursts, uninhibited unpredictable outbursts, inappropriate sexualised behaviour, high levels of anxiety, hyper-vigilance, mood swings, or difficulties with social relationships	5-6
Their high level of anxiety, periods of distress, heightened emotion or withdrawn behaviours make life very difficult on a daily basis, including acting as a barrier to learning. Distress is unpredictable and extreme	7-8
Their behaviour is unpredictable and dangerous (either to themselves and/or others), with intense episodes of emotional and/ or challenging behaviour	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP has immature social / emotional skills e.g. difficulties with turn-taking, reciprocal attention, sharing resources, etc	1-2
They regularly (e.g. weekly) fail to engage with appropriate learning tasks and struggle with appropriate learning behaviour e.g. sustaining attention and concentration, motivation to engage with work-related tasks	3-4
They show low levels of emotional resilience, meaning that any criticism or unforeseen upset results in high levels of distress or destructive behaviour	5-6
They show an extreme lack of emotional resilience when faced with challenge or criticism, e.g. flight / fright / freeze response, which is impacting on daily life	7-8

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP will sometimes isolate themselves e.g. spending breaktimes alone, low-level anxiety in social situations	1-2
The CYP struggles forming and sustaining relationships with peers and adults e.g. they are withdrawn, or display a lack of empathy, victim or perpetrator of bullying	3-4
The CYP is often withdrawn and finds it very difficult to form social relationships, or disengages from relationships with most peers	5-6
Persistent difficulties responding to social situations, leading to social isolation and vulnerability and presenting with very high levels of anxiety	7-8
The CYP is extremely withdrawn and shows distress at interactions with peers and adults, meaning that participation in daily life is not possible	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP has low self-esteem and lacks confidence	1-2
There are significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out'), and they will often pre-empt their own failure in school tasks	3-4
Persistent anxiety relating to separation from parent carers beyond age-appropriate expectations	5-6

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
They will sometimes (e.g. more than once a month) show signs of low mood and/or anxiety	1-2
They often (e.g. weekly) show low mood or refuse to communicate for periods of time. Increasing levels of anxiety are apparent at particular times	3-4
Significant trauma has continued to impact on the CYP's mental health (e.g. bereavement, neglect)	5-6
They experience very low mood and this is impacting on their daily life, including their access to learning	7-8
The CYP lacks motivation and interest in surroundings. May become depressed, disaffected and unable to recover their engagement	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
They exhibit hyper-vigilance, extreme mood swings and/or other behaviours that damage relationships with peers and adults, increasing the likelihood of social isolation	7-8
Significant disruption to social situations and periods of heightened emotion or extreme withdrawal, leading to extreme disengagement and isolation	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP has some difficulties complying with adult direction and are unwilling to acknowledge or accept responsibility for their own actions	1-2
Relationships with adults in authority are difficult. They sometimes (e.g. weekly) challenge rules and show resistance to adult intervention to help them manage their behaviour	3-4
They often struggle to understand the consequences of their behaviour on themselves and others, which may result in aggressive behaviour towards peers or staff, or in unsafe decision-making more than once per week	5-6
The CYP is unable to access learning for the majority of the school day due to resistance to adult direction and resulting escalations of emotion or aggression	7-8
The CYP is unable to co-operate with adults and is not able to plan a way forward on a daily basis or for their long-term future	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP has some difficulties following classroom routines	1-2
The CYP sometimes (e.g. weekly) approaches situations in ways which cause a barrier to learning, such as disengaging, destroying own / others' work, using work avoidance strategies, often with limited concentration	3-4
They often display socially inappropriate or sexualised language and behaviour	5-6
Increasing number of violent and aggressive behaviours with little regard for consequences	7-8
They frequently undertake extreme sexualised behaviour, including risk-taking	9-10

Quick prompts – Social, Emotional and Mental Health

Social Emotional and Mental Health Needs

None of the statements below apply	0
The CYP shows signs of anxiety in the classroom environment and reluctance to engage	1-2
Attendance is falling below 90%	3-4
Attendance is below 75%	5-6
The CYP has very poor attendance (under 60%)	7-8
Long term non-attendance and disengagement	9-10

Quick prompts – Physical or Sensory

Physical Health Disabilities

None of the statements below apply	0
The CYP has fine and/or gross motor skills developing at a slower pace than his / her peers. They may appear clumsy, poorly coordinated or lack strength	1-2
The CYP has fine and gross motor difficulties – their physical condition varies from day to day. This impacts on their ability to record their work	3-4
The CYP has moderate difficulties with fine and gross motor skills	5-6
They have very limited fine motor skills and require significant time to complete simple motor tasks	7-8
Fine and gross motor difficulties limit access to daily life including participation in the classroom	9-10

Quick prompts – Physical or Sensory

Physical Health Disabilities

None of the statements below apply	0
Their mobility is affected by fatigue	1-2
They have a medical condition causing some fatigue that impacts on arrangements in school and may require a medical care plan	3-4
They show signs of fatigue during the school day, which may impact on their attendance or engagement at school	5-6
Fatigue resulting from underlying health conditions is routinely impacting on attendance and meaning a significant proportion of school time is missed	7-8
The CYP is not managing to access learning due to fatigue resulting from underlying health Conditions	9-10

Quick prompts – Physical or Sensory

Physical Health Disabilities

None of the statements below apply	0
Verbal communication is limited for physical reasons	1-2
Physical difficulties impact on their spoken language	3-4
The CYP has physical difficulties with eating and/or drinking	5-6
They have significant communication needs resulting from their physical disability	7-8
They are unable to chew food or take food orally	9-10

Quick prompts – Physical or Sensory

Physical Health Disabilities

None of the statements below apply	0
The CYP has a mild mobility impairment that is easily managed	1-2
Their mobility is moderately impaired, causing difficulties on stairs, with spatial orientation and in crowded areas or uneven ground	3-4
They require equipment in order to walk	5-6
They have severely limited mobility, including being dependent on others / equipment for mobility and being unstable when seated	7-8
The CYP has severely limited head and trunk control	9-10

Quick prompts – Physical or Sensory

Physical Health Disabilities

None of the statements below apply	0
The CYP has a physical or medical condition	1-2
Their physical health / medical condition has a moderate impact on their self-care functions	3-4
They have difficulties, resulting from a medical condition, in communicating, addressing self-care needs, moving independently, managing a medical condition (including self-managing when appropriate)	5-6
The CYP has a medical condition that impacts on personal hygiene (i.e. a catheter, colostomy bag)	7-8
The CYP has a complex medical need requiring frequent monitoring and medical intervention throughout the school day	9-10

Quick prompts – Physical or Sensory

Physical Health Disabilities

None of the statements below apply	0
The CYP has a medical condition which they are able to manage with medication, stress relief or time out	1-2
They have an unpredictable long-term medical condition, e.g. they experience fluctuating levels of pain, which at times impacts on their ability to access daily activities	3-4
The CYP has a medical condition that is increasingly difficult to manage and they are experiencing considerable pain and disruption to their ability to focus	5-6
The CYP has significant medical needs impacting on their ability to access daily life safely, including schooling. When these conditions are at their most severe, they may be life-threatening	7-8
The CYP has severe and complex medical needs, that seriously limit their ability to access daily life safely and may be a persistent, life-threatening or life-limiting condition, or a degenerative condition	9-10

Quick prompts – Physical or Sensory

Physical Health Disabilities

None of the statements below apply	0
The CYP has one or more health domains assessed as 'severe' as part of a continuing healthcare assessment	7-8
The CYP has one or more health domains assessed as 'priority' as part of a continuing healthcare assessment	9-10

Quick prompts – Physical or Sensory

Physical Health Disabilities

None of the statements below apply	0
The CYP may have a fluctuating medical need which impacts on their self esteem and confidence e.g. weight difficulties, incontinence	1-2
The CYP's growth is impacted by their diet (either under or over-eating)	3-4
Their on going medical needs restricts the CYP's confidence and resilience and may result in poor attendance	5-6
The CYP's health is negatively impacted by their weight (either under- or over-weight) or has delayed the development of other areas of independence	7-8
The CYP believes they cannot access learning and community environments due to the nature of their health condition	9-10

Quick prompts – Physical or Sensory

Hearing Impairment

None of the statements below apply	0
The CYP has a reoccurring conductive deafness (may be associated with middle ear infections, temporary perforated eardrums)	1-2
The CYP has moderate long-term conductive hearing loss, unilateral hearing loss, mild to moderate sensorineural hearing loss, or functional moderate hearing loss due to auditory neuropathy	3-4
The CYP has a severe sensorineural hearing loss, moderate hearing loss with conductive overlay, or functional severe hearing loss due to auditory neuropathy	5-6
The CYP has profound hearing loss, profound functional hearing loss due to auditory neuropathy, or cochlear implant functioning as profound hearing loss	7-8

Quick prompts – Physical or Sensory

Visual Impairment

None of the statements below apply	0
The CYP has a visual impairment which can be managed by wearing glasses	1-2
The CYP has a mild visual loss (National Sensory Impairment Partnership criteria)	3-4
The CYP has a moderate visual loss (National Sensory Impairment Partnership criteria)	5-6
The CYP has a severe visual loss (National Sensory Impairment Partnership criteria)	7-8

Quick prompts – Physical or Sensory

Multi Sensory Impairment

None of the statements below apply	0
The CYP has profound multi-sensory impairments	9-10

Quick prompts – Physical or Sensory

Sensory Processing

None of the statements below apply	0
The CYP has low level sensory preferences or dislikes	1-2
The CYP has a range of sensory preferences (e.g. for specific food)	3-4
The CYP's diet is limited by their sensory preferences, which is negatively impacting on their health	5-6
The CYP finds busy / noisy environments distressing, to the extent that their participation in daily activities is limited	7-8
The CYP is mostly overwhelmed by sensory inputs	9-10

Quick prompts – Physical or Sensory

Sensory Processing

None of the statements below apply	0
The CYP will sometimes show signs of low level distressed in certain sensory environments, e.g. busy corridors	1-2
The CYP becomes over-stimulated / stressed in noisy / busy environments	3-4
The CYP finds environments that are busy / noisy / have particular smells stressful to the extent that certain daily activities are limited or cannot be undertaken	5-6
They may be under-responsive to sensory input, leading to muted or delayed responses to sensory events, which impacts on their safety (e.g. high pain threshold)	7-8
The CYP seeks sensory inputs to the extent that their daily life and social interactions are inhibited	9-10

Quick prompts – Physical or Sensory

Sensory Processing

None of the statements below apply	0
There are some signs of sensory-seeking behaviour, but this does not interrupt activities and is managed by the CYP	1-2
Lack of sensory feedback leads to difficulties with daily sensory inputs, e.g. difficulties with writing or drawing	3-4
CYP is distressed by normal body contact and/or is unaware of other people's personal space	5-6
The CYP seeks sensory input which inhibits daily life (e.g. head-banging, squeezing self into small spaces)	7-8
The CYP exhibits a high level of self-injurious behaviour	9-10

Quick prompts – Independence

Transitions to Next Stage of Education or Employment

None of the statements below apply	0
The CYP could adapt to the next stage of education with some guidance / planning	1-2
The CYP could adapt to the next stage of education with planned preparation	3-4
The CYP could respond to a phased transition / change in environment (e.g. education setting) with additional support	5-6
The CYP could respond to a phased transition / change in environment (e.g. education setting) with additional support and monitoring over initial transition period	7-8
The CYP could respond to changes in environment (e.g. education setting) if overseen by others	9-10

Quick prompts – Independence

Transitions to Next Stage of Education or Employment

None of the statements below apply	0
The CYP plans for the day ahead, with occasional prompts required	1-2
The CYP understands sequencing of events and can plan for later in the day / week with occasional guidance (which may be visual)	3-4
The CYP understands sequencing of events and can plan for later in the day with some support and prompts (which may be visual)	5-6
The CYP requires regular prompts and guidance to complete activities and struggles to think ahead in time	7-8
The CYP will only organise their day with explicit instructions / chaperoning and direct guidance or steering, and often refuses this guidance	9-10

Quick prompts – Independence

Transitions to Next Stage of Education or Employment

None of the statements below apply	0
The CYP follows complex instructions, completes tasks without guidance after practice, and asks where further instruction is needed	1-2
The CYP follows multiple-step instructions, completes some tasks without guidance after practice, and asks when further instruction is needed	3-4
The CYP can follow two-step instructions and will complete some tasks without guidance after practice	5-6
The CYP uses specific instructions for most tasks and can follow simple instructions	7-8
The CYP requires specific instructions for all tasks	9-10

Quick prompts – Independence

Transitions to Next Stage of Education or Employment

None of the statements below apply	0
The CYP can explain their hopes for the future and some steps to achieve these	1-2
The CYP can outline their hopes for the future when questioned and select some steps to achieve these when given options	3-4
The CYP will sometimes select preferences for their future from options, and with support will agree some steps to achieve these when given options	5-6
The CYP can sometimes select preferences for their future from some simple options, and can indicate steps they would like to take towards achieving these from options defined by others	7-8
The CYP can sometimes indicate preferences or agreement for future plans that others suggest	9-10

Quick prompts – Independence

Friends Relationships and Community

None of the statements below apply	0
The CYP can engage in some level of social interaction and is willing / able to communicate with peers and adults, with infrequent difficulties	1-2
The CYP can engage in some level of social interaction and is willing / able to communicate with peers and adults, with some difficulties at times	3-4
Social interaction and/or understanding social rules is often difficult, but the CYP is sometimes willing / able to communicate with peers and adults	5-6
The CYP struggles to engage in many social interactions and follow social norms (which may include inappropriate sexualised behaviour), and to communicate with some unknown others on some occasions	7-8
The CYP struggles to engage in all social interactions, and communicates with a very small group of known others. Social norms are not understood and the CYP may struggle to control sexualised thoughts and feelings, resulting in frequent inappropriate sexualised behaviour	9-10

Quick prompts – Independence

Friends Relationships and Community

None of the statements below apply	0
The CYP will mostly consider their own safety or that of others before making decisions	1-2
The CYP will mostly consider their own safety or that of others before making decisions, with occasional slips	3-4
The CYP will sometimes follow the instructions of others and/or their own wishes, without considering their own safety or the safety of others	5-6
The CYP will often follow the instructions of others and/or their own wishes, without considering their own safety or the safety of others	7-8
The CYP will follow the instructions of others and/or their own wishes, without considering their own safety or the safety of others	9-10

Quick prompts – Independence

Friends Relationships and Community

None of the statements below apply	0
The CYP is mostly able to express their own wishes and feelings, and has alternative strategies to express these in more challenging circumstances	1-2
The CYP is mostly able to express their own wishes and feelings, with some strategies in place to communicate these in difficult circumstances	3-4
The CYP has limited expression of their own wishes and feelings, with some strategies in place to communicate these	5-6
The CYP has limited expression of their own wishes and feelings, particularly when with unknown others	7-8
The CYP expresses wishes and feelings when supported to do so, e.g. by providing options	9-10

Quick prompts – Independence

Friends Relationships and Community

None of the statements below apply	0
The CYP is willing to engage in others' plans despite very infrequent misunderstanding of others' purpose, how they should interact or wanting to take over	1-2
The CYP mostly takes part in plans with others but will sometimes need support to do so	3-4
The CYP is generally receptive to plans that are not their own (e.g. group activities) but on occasion may refuse	5-6
The CYP struggles to keep to plans that are not their own	7-8
The CYP only follows their own plans and significant distress / disruption occurs if other activities take place	9-10

Quick prompts – Independence

Friends Relationships and Community

None of the statements below apply	0
(If appropriate for their age)... the CYP can travel independently using an age appropriate travel plan	1-2
(If appropriate for their age)... the CYP can use public transport for a number of specific routes, provided that service is regular and assistance is available when required	3-4
(If appropriate for their age)... the CYP can use public transport to travel between home and school, but alternatives would need to be arranged if there were short-term changes to service	5-6
(If appropriate for their age)... the CYP can use public transport with supervised assistance	7-8
(If appropriate for their age)... the CYP is unable to travel independently	9-10

Quick prompts – Independence

Independent Living

None of the statements below apply	0
The CYP can independently dress, wash and use the toilet, in a way that would be expected for their age, but sometimes needs prompts in one or more of these areas	1-2
The CYP needs prompting or guidance in relation to one or more of the following, relative to what would be expected for their age: washing, dressing, using the toilet – but can complete these independently	3-4
The CYP may sometimes struggle with one or more of the following, relative to what would be expected for their age: washing, dressing, using the toilet	5-6
The CYP has limited self-care skills, and cannot manage in two or more of the following, relative to what would be expected for their age: using the toilet, washing or dressing	7-8
The CYP cannot attend to their own self-care needs (dressing, using the toilet, washing) but may express some preferences e.g. choice of clothing	9-10

Quick prompts – Independence

Independent Living

None of the statements below apply	0
(If appropriate for their age)... the CYP is confident undertaking cooking activities and choosing healthy options, with age appropriate guidance	1-2
(If appropriate for their age)... the CYP can undertake food preparation and choosing a healthy diet, with practice and guidance	3-4
(If appropriate for their age)... the CYP can undertake some basic food preparation with guidance and practice, and reminders about healthy diets	5-6
The CYP cannot prepare food for themselves but under instruction could undertake simple tasks relating to eating and drinking, relative to what would be expected for their age (e.g. using tap to get water, fetching pre-made food)	7-8
The CYP expresses preferences about meals prepared by others when options are provided, but otherwise does not engage in food preparation activities, relative to what would be expected for their age	9-10

Quick prompts – Independence

Independent Living

None of the statements below apply	0
The CYP understands safety in the home, in a way that would be expected for their age, with occasional prompts	1-2
The CYP responds to prompts relating to safety in the home in a way that would be expected for their age (e.g. timers, instructions)	3-4
With some monitoring and use of prompts, the CYP usually manages safety in the home, in a way that would be expected for their age	5-6
With significant monitoring, reminders and prompts, the CYP stays safe in the home, in a way that would be expected for their age	7-8
Significant monitoring and guidance is needed to ensure the CYP's safety at home, beyond which would be expected for their age	9-10

Quick prompts – Independence

Independent Living

None of the statements below apply	0
(If appropriate for their age)... the CYP understands how to use money (including saving) and the concept of value, with occasional prompting	1-2
(If appropriate for their age)... the CYP understands how money is used, with limited understanding of savings, and usually shows an awareness of value with some guidance	3-4
(If appropriate for their age)... the CYP will follow others' examples in using money and needs guidance around savings and appropriate values	5-6
(If appropriate for their age)... the CYP can participate in a transaction with guidance	7-8
(If appropriate for their age)... the CYP can express some preferences in relation to purchases	9-10

Quick prompts – Independence

Good Health

None of the statements below apply	0
The CYP has age appropriate awareness of their health needs and can communicate these with infrequent prompts	1-2
The CYP has some understanding of their health needs – whether physical or mental - and can communicate these with occasional prompts / questions	3-4
The CYP requires regular prompts and questions to enable them to communicate their health needs - whether physical or mental	5-6
The CYP has little understanding of their health needs - whether physical or mental - and frequently requires visual cues to explain their needs	7-8
The CYP cannot communicate their health needs – whether physical or mental	9-10

Quick prompts – Independence

Good Health

None of the statements below apply	0
Relative to what would be expected at their age... the CYP shows little resistance to completing basic, routine healthcare management tasks – e.g. taking medication – and will often take steps to manage those that are not routine without prompts	1-2
Relative to what would be expected at their age... the CYP remembers to complete basic, routine healthcare management tasks – e.g. taking medication – and can sometimes take steps to manage those that are not routine without prompts	3-4
Relative to what would be expected at their age... the CYP remembers to complete basic, routine healthcare management tasks – e.g. taking medication – and can take some steps to manage those that are not routine when prompted	5-6
Relative to what would be expected at their age... the CYP requires prompting to complete some basic healthcare management tasks – e.g. taking medication – and requires support to manage all that are not routine	7-8
Relative to what would be expected at their age... the CYP is not aware of how to manage their own health needs	9-10

Quick prompts – Independence

Good Health

None of the statements below apply	0
The CYP can take steps to manage their emotional responses	1-2
The CYP can take steps to manage their emotional responses when prompted	3-4
The CYP will usually signal when they need help in managing emotional responses	5-6
The CYP will sometimes take steps to manage their emotional responses when prompted	7-8
The CYP responds after a time when others take steps to support them to manage their emotional responses	9-10