

My Care & Independence

Pre-Formal [P1-3]

MAPP PLIs- PSD

Pupils will develop an awareness of routines and familiar places and people to support their care routines i.e. key workers, class team, hygiene rooms, dining areas. Objects of reference and Tassels will support the routines and pupils will have emerging preferences for people and places. Pupils will tolerate and increasingly participate in care routines i.e. lifting bottom for pad change, turning to spoon and opening mouth, taking weight to stand to sink to wash hands, holding cup and taking to mouth with HUH. Pupils will develop increasing control and independence in their environments via communication and choice making/cognition and switch control [* see schemes of work]. Pupils will develop positive relationships with key people who support them: can be reassured and settle when upset or uncomfortable; can turn to listen or still or actively gain eye contact/smile with familiar and preferred adult; will approach and 'choose' an adult they wish to be with; will share attention with an adult when engaging in an activity- looking from activity to adult and back. Pupils will have an increasing awareness of their peers and new peers- solitary play/activity/observation. Developing preferences and likes/tolerance for peers in their immediate environment- responses to each other's physical presence and vocalisations. For adults to understand and respond to a pupil's well-being and mental health i.e. ensuring consistency in empathic moving and handling to enable pupils to feel secure and confident.

Semi-Formal [P4-8]

MAPP PLIs- PSD

Pupils will independently access the immediate environment following routines with support- verbal/sign/symbol. Pupils will have an awareness of changes in their environment and new routines, peer groups. Pupils can increasingly prepare to access activities/environment: moving to the activity; collecting resources in readiness; choosing the correct utensils; tidying up. Pupils can confidently access wider learning opportunities and respond to new experiences by pointing out new, different aspects or identify familiar aspects of the environment i.e. school grounds veg. patch and garden at home. Pupils will begin to develop relationships with peers observing and playing alongside in parallel play/activity and begin to initiate and include shared opportunities in their play/activity. Pupils can begin to actively turn take and wait. Pupils will make choices about who they want to work/play with and inform adults when they are finished or want more. Pupils can begin to follow and initiate personal care routines and with support complete elements of the routines i.e. give symbol to adult to request a drink/fruit, collect coat at home time and dress self, toilet time routines washing hands, empty plate into waste at mealtimes. Relationships with key adults and peers, routines all support well-being and mental health. Pupils are supported to identify, voice and demonstrate their emotions and feelings in positive ways. Growing awareness of self in the world and understanding their circle of relationships and developing appropriate relationships. Recognising and understanding changes and developments in our bodies- labelling and identifying body parts, including anatomically correct language.

Suggested Teaching & Learning Activities [small group 1:1] and Tool Kits

Health care plans, Moving and Handling plans, MOVE programme, Behaviour support plans and Eating/Drinking plans will all provide a personalised approach to planning for this area of the curriculum.

Personal care routines:

Toileting- changing bed participating in: supine position; rolling; bottom lift; stillness; accessing specialist toilet seating; toileting charts- function awareness, routine/habit and control; pulling trousers/pants up and down; using toilet paper; flushing the loo.

Washing: Tolerating and anticipating having hands/face wiped; Hand washing; using the sink; knowing what equipment is needed; operating the tap/plug; knowing when to wash hands and why. Keeping safe in public areas- closing the loo door etc.

Teeth Brushing: Establishing post lunch time routines; oral stimulation and awareness to develop tolerance and facial/body awareness; mirror work; flavoured tooth pastes; vibration rods for cheeks/lips; electric tooth brushes, finger tooth brushes and regular tooth brushes. Knowing where our mouth/lips/teeth are- actively holding brush and loading with tooth paste; to follow a brushing routine using symbol strip guide.

Hair Brushing: Tolerating head being touched- hats, scarves, body patting, Tac Pac, brushes- tangle teaser, roll brush, hedgehog bush, combs. Hairdryer- switch control, blowing onto hands, face and other body parts building up to head/hair. Mirror work. Identifying key utensils and equipment, using with increasing independence and safety.

Undressing/Dressing: Tolerance moving towards anticipation and participation- arms up for jumper, pushing head through neck hole of t-shirt, orientating clothing, sequencing clothing. Undressing and dressing using backward or forward chaining techniques [OT support]. Clothing fasteners- Velcro, zips, poppers, buttons.

Eating/Drinking: SALT support and programmes, HCP for gastro care; oral sensitivity and tasting programmes; recognising and supporting taste and texture choices and preferences; food exploration for food phobia or extreme preferences; OT support for using utensils and functional skills for cutlery- adapted or regular- loading, scooping, stabbing, two handed co-ordination for two pieces of cutlery.

Accessing the immediate environment: Routines and awareness of classroom and school areas both inside and out. Confidently identify and independently access routes and key places/people/destinations around the school environment.

Massage and Tac Pac: Support body awareness, stillness and communication/pupil voice, trust. Building up positive relationships with key people.

SEMH: Recognising, processing and managing emotions with support. Toolkits such as Zones of Regulation, Colour Monsters to support PSHE development



Theme projects and foci: Road safety sessions, keeping ourselves safe when out and about- identifying pathways, watching and observing traffic, listen and respond, learning to stop and go, using crossings, accessing national and local road safety campaign kits, role play in school with playground chalk crossings and lights, trikes and bikes to stop and go. Key non fictional information leaflets, booklets and fiction stories to support the topic. Traffic surveys for numeracy skills. www.think.gov.uk/education-resources